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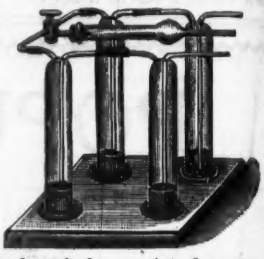
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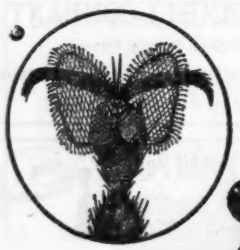
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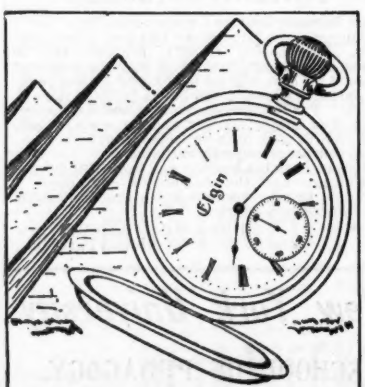
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LVIII For the Week Ending May 20 No. 20

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The Ancient School Fad. III.

How It Was Burlesqued Out of the School-Room.

By WILLIAM A. MOWRY.

How well I remember the early "speaking schools." When I was a small boy we had in our district (No. 8) a large school. There were over fifty pupils, many of them between eighteen and twenty-one years of age. Then there were in that and the three adjacent districts many young men, past the school age, who would "take part" in the "speaking school." There was one who afterwards became a famous editor; another who amassed a big fortune in Illinois; another who was afterwards a successful teacher in Georgia; still another who has for many years been a popular preacher and pastor of a large church in Chicago; and there were three who have passed many years in California. "Brutus and Cassius;" "Catiline's Reply to the Roman Senate;" the dialog between "Alexander and the Robber;" "The Old Spinning Wheel;" "The Seminole's Reply;" and so on down to the piece spoken by the small boy aforesaid, which was found in Peter Parley's magazine, and was entitled, *The Loss of the Royal George.*

"Toll for the brave,
The brave that are no more;
All sunk beneath the wave,
Fast by their native shore.

"A land breeze shook the shrouds
And she was overset;
Down went the 'Royal George'
With all her crew complete.

"But Kempenfelt is gone,
His last sea fight is o'er,
And he and his eight hundred
Shall plow the waves no more."

Such bursts of oratory! Such matchless eloquence! Shades of James Otis and Patrick Henry! How insignificant and insipid was the rhetoric of Cæsar, and the ponderous sentences of Demosthenes, in comparison with the glowing periods and the swelling cadences of these youthful orators,—these country statesmen,—these eloquent magicians!

But the "speaking schools" were for the select few, the young people of patrician rank. The masses, the sturdy yeomanry, the girls and the boys, the cousins, the uncles and the aunts, all came out when the spelling school flourished. Especially when there was a "match" between the "Ironstone" and the "Happy Hollow;" or between "Chockolog" and "Scadden." Ah! then it was that the excitement flew apace. Sleigh bells jingled, tongues were untied, apples and pop corn, frills and furbelows, jealousy strengthened, friendships cemented, the question popped, disappointment plunging to the very lowest depths, but ambition soaring to the highest heavens. Exhilaration, excitement, intensity of thought, feeling, action;—Wall street to the gamblers in stocks offers no such high keyed intensity as the spelling school gave in those days to the rural youth of Yankeedom.

"*Abomination,*" shouts the master. "A, there's your *a;* b-o-m, *bom* there's your *bom,* there's your *abom;* i-n, *in,* there's your *in,* there's your *bom-in,* there's your *a-bom-in,* a, there's your *a,* there's your *in-a,* there's your *bom-in-a,* there's your *a-bom-in-a;* t-i-o-n, *tion,* there's your *tion,* there's your *a-tion,* there's your *in-a-tion,* there's your *bom-in-a-tion,* there's your *a-bom-in-a-tion!*"

"Habakkuk."

This word comes to a burly young Englishman, and this is the way he spells it:—

"A *haitch* an' a *hay,*
a *bee* an' a *hay,*
a *kay* an' a *kay,* and
a *you* an' a *kay.*"

"Able" would be spelled "A by self *a,* b-l-e, *ble, able.*"

"Aaron" would be "Great *a,* little *a,* r-o-n, *ron, Aaron.*"

But the spelling down, school against school, district against district, that was where the excitement reached its height. The spelling book was soon discarded, and the master fell back upon his "preferred list." These words were selected with great care. They usually began with shorter, common words, and grew more and more difficult as the time passed on.

Separate, ammunition, trisyllable, inflammation, sacrilegious, valleys, rhinoceros, mummichog, Popocatapetl, saccharine, incomprehensibility, Nebuchadnezzar, and the words would fly like sparks from a great conflagration.

Then the cheering when one party won and the other was floored! But, when the spelling school was over and the old folks have gone home, then came the "ring plays" and "drop the handkerchief."

The thermometer may be twenty degrees below zero, and "Dobbin" may go at a two-forty gait on the way home, but "Jack" can drive with one hand while "Jennie" isn't the least bit afraid of capsizing—a thing which often did happen, and which only served to form a climax for the whole affair. Neither was anybody sleepy the next day, nor did the doctor have any increase in his business on account of the general dissipation.

But, there, I haven't got to the "Ancient Fad" yet, and my space is filled for this paper. Well, truly, I will tell that story next time.

As a story teller Dr. William A. Mowry has few equals among educational writers. His accounts of amusing incidents of early school days in New England, which are at present appearing in these pages under the head of "The Ancient School Fad," are especially interesting for their historical value. Parts I. and II. appeared in the numbers for April 15 and April 29.

General Information Exercises.

By A. B. COLE, MASS.

It is a common saying that all studies should follow in logical sequence and that the mind should be developed step by step as a result of such sequence and the subsequent correlations.

If, however, this arrangement of studies were carried out in practice, as it is in theory, in all probability we should have children correctly but very narrowly educated. Correlation can only be effected when there is a fund of general information at the command of the pupil. The very idea of a broad knowledge of "all things under the sun" is being carried out in the surfeit of supplementary reading on every known subject now being issued by the various publishers.

There are, however, some exercises which can be given with great profit in nearly every school. These exercises must be adapted to the age and power of the children for whom they are intended, or they will be worse than useless.

One of the best to arouse an interest in a general way is to place on the board each day two or three questions,

and allow the pupils one, two, or three days to find out what they can about them. Each morning ten minutes may be used in discussing what has been found out, and if the children have not been able to find anything, then the teacher has an opportunity to explain. These questions may be general, involving any subjects that may come to the teacher's mind, or they may be treated topically.

They may include history, biography, literature, science, current events, in fact, anything the teacher may choose. Pupils should keep a record of them in a notebook. As an example of questions in general the following three groups will suffice:

1. Who is Rudyard Kipling?
2. Who invented the locomotive?
3. How did Memorial day originate?

1. What and where is Westminster abbey?
2. Who was "Artemus Ward"?
3. What is the longest bridge in the world?

1. What and where was the Roman Forum?
2. Who was Peter the Great and what did he do?
3. Name the Confederate states.

If it seems desirable to use the questions more systematically, they may be grouped as follows:

NOTED BUILDINGS.

1. Describe St. Peter's.
2. What was the Temple of Janus?
3. What was the Tower of London?

NOTED PEOPLE.

1. Who was James G. Blaine?
2. Who was Alfred the Great?
3. Who is Clara Barton?

NOTED BOOKS.

1. Tell the story of Robinson Crusoe.
2. Who wrote Evangeline and what is the story?
3. What are Blackstone's Commentaries?

NOTED FACTS.

1. What is the highest mountain in the world?
2. What is the largest sea in the world?
3. What is the hardest known substance?

NOTED LITERARY PEOPLE.

1. Who was James Parton?
2. Who was "H. H."?
3. Who was Washington Irving?

CURRENT EVENTS.

1. What is the trouble in China?
2. Who is Gen. Kitchener and what is he doing?
3. What is the "War Revenue," and how is it being collected?

The questions might go on for an entire year on only two or three of the different headings or the most important things under each heading, as ten or fifteen questions only might be taken. The questions given are only a hint of the limitless number at the command of the resourceful teacher. Such questions as these stimulate interest and teach the child to search for information.

Teachers who find difficulty in getting children interested in reading library books and works of general literary merit will often be greatly aided by the following device.

Take several books which are peculiarly adapted to children and read them, taking notes as it is done. Go before the school and tell a part of the story. When the children commence to become interested in the teacher's narrative it is time for her to stop. Usually there will be plenty of the boys and girls who will be anxious to read the book to see "how it comes out." Whenever a teacher reads an interesting book by a standard author, and we do not suppose teachers read any other, she will do well to give her school the benefit of her reading. The pupils will enjoy it and profit by it, and more often than she is aware the example she sets will be followed where she least expects it. It is a good practice also for the pupils to stand and tell the story of some book which they have read, especially if it be a book of information. The time can easily be taken from the regular language exercise. If several have read the same book let each add what he can.

In connection with the information question it is well for teachers to ask pupils to bring in such questions as they think proper. This provokes thought on their part and at the same time is an incentive to hunt thru the various books and papers to which they have access.

In regard to the books, it is well to keep a list posted of what each one has read during the year.

Ethics in Discipline.

By JULIA M. BIRKENMAYER, New Jersey.

A teacher had disciplined successfully for five years by simply keeping the children busy, so busy that none of the idleness which must sooner or later breed crime, could creep in. Incidentally, as occasion might warrant, general remarks on morals were made. With the sixth year, came the determination to see if ten minutes every morning could be profitably devoted to systematic lessons in ethics. The results have so far exceeded all expectations that it seems but fair to let others know the success of the plan. The children evince a remarkable enthusiasm for the lesson and apply the principles very readily in their work and play. The text-books need be few. The Bible, and the little handbook of Prof. Everett's called "Ethics for Young People," illustrated by the incidents of daily life, are sufficient.

In the literature study the class was purposely made familiar with the deeds of such characters as Perseus, Theseus, and Hercules; the first topic therefore was "Heroes." The children readily deduced the thought that heroes are persons who are brave in a good cause. Such men and women as John Smith, Washington, Lincoln, Dewey, Nelson, Livingstone, Dorothea Dix, and Florence Nightingale were classified as heroes and heroines, according to the purpose of their deeds, whether of patriotism, or philanthropy, or religion. The commonplace heroes whose deeds are seldom known were next spoken of. The words "heroic" and "heroism" were taught. The words of Diana to Hercules: "Thou art a man who has conquered himself" were committed to memory as well as several other appropriate quotations.

The second topic was "Principles." As Prof. Everett says, "Principles are the starting points in thought or life." Previous to an activity they prompt the queries: "Is it fair?" "Is it kind?" "Is it true?" A person is either principled or unprincipled. If the former, are the principles that govern his deeds good or evil?

The third topic was "Virtues," and as children of the present age are so conversant in Greek literature, a simple account of the teaching of the Stoics was greeted with much enthusiasm.

This is merely a hint of the outline of work, but the experiment may prove a suggestion to others. It may be well to state, lest some say, "My pupils are too young," that the class in question numbers twenty-four, the youngest member being eight years and the eldest eleven years of age. Is it not but right that these little ones be sent into the world with the best possible armor, that they may indeed be strong? President Eliot's words, "Self-Control in Liberty," should be the watchword of all to whom the privilege and responsibility of molding character is entrusted.

The National Educational Association meets at Los Angeles, July 11-14. For further information concerning routes from New York and Chicago, expenses, personally-conducted parties of teachers, etc., write to the Editor of "The School Journal," 61 East Ninth St., New York.

Bird Notes.

F. Schuyler Mathews says, in an article in *Popular Science* for April, that the bird not only possesses an ear for music but the mind to produce it. As our own conventional conception of music does not at all correspond with the wild bird's song, we are apt to consider the latter as foreign to art. If, however, we choose to consider the bird's conception of music a lawless one, we must show that he ignores all fundamental principles. This it is impossible to do, for he invariably resolves his effort to a perfectly intelligible, logical, musical idea. His music, is, therefore, an art at least in part.

"There are," Mr. Mathews continues, "three woodland singers, who will perfectly illustrate my idea of the underlying principle of bird-music—these are the chickadee, the white-throated sparrow, and the hermit-thrush. The chickadee sings, or I may say, calls his mate, with a perfect musical third, or with two notes separated by a complete musical interval. One bird may sing the "third" (No. 1), another may answer in two descending notes (No. 2). The remarkable thing about this simple example of melody is that the intervals between the notes are correctly measured. The result of his effort is a combination of tones in perfect accord with a law of music, and we are bound to accept it as an example of melody.

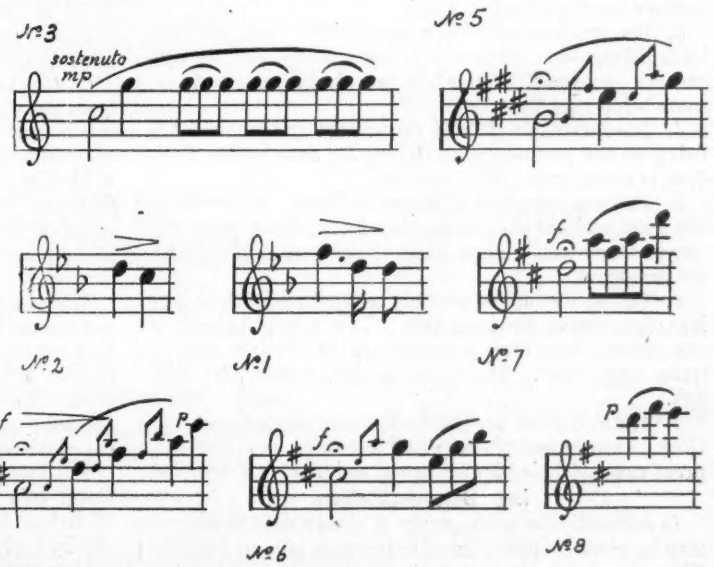
The chickadee, too, it should be remembered, is not a high type of bird; there are many steps of progression between him and his more gifted cousins, the thrushes, who are, indeed, musicians of a high order. But, just here I might as well call attention to the fact that bird music should not be overestimated. Its character is fragmentary, and its unconventionality is obvious. The wild songs of the woods and fields are not musical compositions, they are at best but detached bits of melody imperfectly conceived, altho often replete with the suggestions of a complete musical idea.

For instance, the white-throated sparrow or Peabody bird sings a perfect musical phrase which we may harmonize as we please, because it certainly suggests harmony (No. 3). This is absolutely no more than the bird sings. The musical intervals, the pitch, and the lengths of the notes are all correctly sustained. In other words the bird suggests a complete musical idea. But the little Peabody bird seldom attempts a more difficult or elaborate task. He knows his limitations, and keeping within these, his attempts are musically both consistent and perfect. But let us turn our attention to the more gifted songster of the northern woods, the hermit thrush. His capacity for simple melody, his technical mastery of tone intervals and note values, his phrasing, and his brilliancy as a performer, are certainly not exceeded by any vocalist of nature.

But we must again, studiously heed the limitations of the bird's idea of music. We are still in the presence of the untamed singer, who is amenable only to his own elastic laws. The hermit thrush starts his song with a prolonged keynote (often it is A) and then springs upwards in thirds and fifths with such rapidity and ease that we are amazed at the accuracy of the performance. Not only are the tones correctly given, but they are embellished with subsidiary or tributary tones on this wise (No. 4).

The last note C, too faint to be heard at any distance, is rendered in a gyrating suppressed way, impossible to describe, but comparable to the soft tones of a harmonicon. This note is an excellent example of bird lawlessness regarding music. It is quite antipodal in character to the initial note A with which the bird slowly begins as if desirous to found upon it a solid musical phrase; but he fails most utterly at the last, and subsides into an exquisite, elusive, compound tone—I do not know what else to call it—which he rounds off in a plaintive pianissimo. He is not satisfied; he begins the same strain again, now in another key (No. 5), and with no better success in the final than in his first effort. So he starts again with a variation, this time striking an initial note higher than before (No. 6). Then he makes another attempt (No. 7); but still he seems dissatisfied, and after a short rest, three tiny high notes come from his throat, full of perfect melody, as simple as that of the chickadee (No. 8.)

The bird is a transcendentalist, ever attempting what he cannot satisfactorily accomplish, but failing, only to delight us with the strange sweetness of the imperfect performance. The highest form of bird music is unquestionably revealed in the songs of the thrushes. Here we have not only a simple, fundamental rule, amply demonstrated, but also a partially developed series of musical ideas, strung together with a well chosen relationship. Of course, musically considered, the development of the melody and the connection of the phrases, are more or less imperfect; but that does not matter. The truth is the bird is an accomplished singer who cares less for conventional rules than he does for the essence, or the soul of music; but above all he succeeds in inspiring his listener. What more, may I ask, could be expected of a musician?



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Lessons on Typical Birds.

By FRANK OWEN PAYNE, New York.

The class of animals known as birds may be divided into seven orders. These are:

1. Birds of Prey.
2. Climbers.
3. Perchers.
4. Scratchers.
5. Runners.
6. Waders.
7. Swimmers.

It is not the intention of this paper to deal with the scientific characteristics of the various bird families, but it is rather intended to outline briefly a scheme of observation lessons on birds so as to develop the facts that there are:

1. Seven families (orders) of birds, and
2. That most of these families or orders have representatives so near that they may be studied.

It amounts to very little that a child knows how to name all orders of birds if he cannot identify the birds he meets as belonging to these orders. Let us then select the commonest birds of each family and study them as types of the order to which they belong.

I. Birds of Prey.

Thus *hawks* and *owls* are the commonest members of order I. These may often be had alive, and the hawks

may frequently be seen soaring above in the sky. But failing in finding the living bird, stuffed specimens of both are sufficiently common to introduce the order to the children.

II. Climbers.

Woodpeckers are the commonest climbers to be found. The parrot is a climber and may be studied if one can be had in a cage.

III. Perchers.

The perchers are our commonest birds. They are our song birds. Robins, wrens, tanagers, sparrows, larks, swallows, and the rest are perchers and can be observed about every school-house.

IV. Scratchers.

Scratchers are also very common. To this order belong doves, pigeons, turkeys, peafowls, guinea fowls, pheasants, and common poultry.

V. Runners.

The runners can only be studied from pictures. The ostrich, rhea, cassowary, and apteryx belong to this order. But pictures of these birds are abundant, and thus the runners may be introduced when this stage of bird study is reached.

VI. Waders.

The waders are among the most interesting of birds, and some specimens at least may be obtained either dead or stuffed. Herons, bitterns, storks, snipes, woodcocks, and plovers are of this order. Almost any hunter will bring down a wader for you, if informed of your need.

VII. Swimmers.

Of swimmers there need be no lack. Ducks and geese are commonest. The country affords abundance of material for study of this order, but the country is no better supplied than is the city market.

Characteristics to be Observed.

1. The birds of prey have a strong, hooked bill, sharp claws, and they are all birds of large size. They have strong, powerful muscles and they are able to remain long on the wing.

2. The climbers are chiefly remarkable for their feet. These have the four toes arranged in two pairs, one pair in front, the other behind. Parrots, cuckoos, and woodpeckers are the principal kinds.

3. The perchers are mostly small birds. All our song birds belong here. Their feet have three toes forward and one backward. Their bills are straight or nearly so, some being slightly curved.

4. The scratchers may be recognized by their habit of living on the ground and scratching for their food. Their food is seeds, grain, nuts, berries.

5. The runners are the largest of birds. Their wings are small and unfitted for flight. These birds have only two or three toes. Their feathers are very highly prized for ornament.

6. The waders are very easily recognized by their long legs, long necks, and long bills. They live principally in wet places where their long legs enable them to wade in quite deep water. Their food is fish, worms, and shellfish.

7. The swimmers are known by their webbed feet, and thick, water-proof plumage. They swim and dive with great ease. Their bills are broad and more or less flat.

Legs, Bills, and Feathers.

In connection with the study of birds considerable time may be given to special parts, as the legs, bills, or feathers. Thus, the shape, size, color, etc., of the scales of feet, and the way these scales are put on the feet are all well worth study. The study of a feather is also very interesting and profitable. Thus the *shaft* with the *vane* on either side, the *down*, the *barbs* which compose a vane, and the tiny hooks seen only with a glass, with which the barbs are kept united, and the beautiful rainbow colors seen when one looks thru a feather vane at the sun,—all these make feathers a very pleasing theme for study in the school-room.

If it be undertaken to find all the different kinds of feathers on a bird's head, one will be greatly surprised at the variety. In fact every stage of development from a hair to a feather may be found on the head of any ordinary chicken. In regard to egg study, little need be said. The writer never encourages children to study eggs because (1) it teaches cruelty to animals; (2) it is dangerous to climb for them. Beautiful as are the eggs, the song of birds is more beautiful, and it is certain that egg collectors have caused the wanton destruction of thousands of our feathered songsters.

Nature Study in City Streets. IV.*

By L. L. W. Wilson, Philadelphia.

How can we make carbon dioxid?

How did we make it the first time that we studied it? By putting dilute acid on marble. Now add to a bottle a layer of marble dust. This may be bought for a few cents from any grocery store. On this pour a small quantity of *dilute* acid (hydro-chloric is as convenient as any). As long as effervescence continues the gas is being formed.

What is its color? Is it light or heavy? Why do you think so? Is it lighter or heavier than common air? How shall we find out?

In the bottom of two tumblers, or bottles, place a small piece of lighted candle. On one pour the invisible contents of the jar of carbon dioxid. Over the other pour (if you wish to be very exact) the invisible contents (air) of a similar jar. In the one case the candle went out. This is evidently because of the carbon dioxid. It is a fact on which more emphasis will be laid later that carbon dioxid will not support combustion.

If the carbon dioxid were lighter than air, however, would it be possible to *pour* it? No; hence carbon dioxid must be a colorless gas, heavier than air.

Other Tests for Carbon Dioxid.

Review the flame test and teach the lime water test with the reasons. This may be done as follows:

With a string lower a small bottle filled with *clear* lime water (this may be made from slaked lime or brought from a drug store) into the jar of carbon dioxid. It becomes cloudy, or sometimes a white crust forms over the top. What is the solid? If your children can answer this question promptly then you have accomplished much in developing their logic, otherwise known as common sense. The solid is of course lime carbonate, a solid produced from the union of the liquid lime water with the gas carbon dioxid. The children should be made to see both the analysis and synthesis: (1) Marble, which is the union of lime and carbon dioxid, is broken up by the acid into lime and carbon dioxid; the latter may be seen escaping thru the liquid. (2) To lime, carbon dioxid is added and the result of the combination must be lime carbonate.

Lime water is one of the delicate tests for this gas. Let us use it to discover one of the sources of the abundant carbon dioxid of the air. Into a tumbler half or quarter filled with clear lime water, blow thru a glass tube. The precipitate of lime carbonate will be quickly formed. Allow it to settle. Pour off the water so that the children may examine it.

Put two bits of candles each in a separate tumbler. Cover one up. That flame goes out—Why? Because of carbon dioxid. How can we be sure of this? Naturally by applying the lime water test.

Review the facts already taught with reference to carbon dioxid. It will not support combustion, will it support life?

Is carbon dioxid a poison? No, for you drink it frequently (in soda water, and aerated water), but its presence keeps away from the lungs the necessary oxygen.

In this connection it would be well to teach the subject of ventilation.

* Numbers I. to III. of this series, by Mrs. Wilson, appeared in The School Journal for January 28, February 18, and April 8.

Other Limestones.

To the lime sulphates belong the commercial plaster of paris, gypsum or rock plaster, and alabaster. Plaster of paris is made from gypsum by burning and grinding it into powder. When mixed with water again, after swelling somewhat it hardens into a compact mass. This *swelling* makes it valuable for receiving impressions, which are in consequence of this peculiarity very soft. It is therefore used for making casts, etc.

Crude gypsum is found in the earth and in beds, like salt, and like it was probably formed in the same way, *i. e.*, by the evaporation of water consequent to the drying up of portions of the sea. The word itself means "cooked earth." It is used also as a fertilizer, for whitewash and in the manufacture of commercial chalk.

Alabaster is very pure gypsum. Its snowy beauty, its translucency and texture, and the ease with which it may be cut, have led to its use for vases and other ornaments and even for statues.

These facts or a portion of them may be given as information after a lesson showing the possibilities of plaster of paris for making casts.

A cast of the hand or any other object may be made by oiling it and then pouring over it the plaster mixed with a little water. Oil the plate on which the mixture is made to prevent waste. If a relief cast of the hand is wished, oil the mold and pour into it the moist plaster.

Lime phosphate is found in the bones in connection with the lime carbonate. Crude lime phosphate (apatite) is used as a fertilizer. Soil on which the cereals are grown need its frequent application, for they speedily exhaust the natural supply. Because of the fact that the grains are full of lime phosphate they are among the best "bone builders" of all the foods.

In connection with these lessons on the limestones, read to the children or let them read some of the following:

"Stony and Rocky," in Emilie Poulsson's *In the Child's World*.
Extracts from *The World's Foundations*, Alice Giberne.
Extracts from *The Ocean of Air*, (carbon dioxid), Alice Giberne.
Extracts from *Madam How and Lady Why* (Chalk), Charles Kingsley.
First Lesson in Natural History (corals), Mrs. Agassiz.
Best of all, the "The Lime Stones" from *Modern Painters* John Ruskin.

Burke's Speech on Conciliation.

Outline for its Study.

By MAUD E. KINGSLEY, Maine.

College English, 1899-1902.

A. Introductory.

I. Oratory.

1. Three Kinds of Oratory.
2. Main Parts of an Oration.

II. England in 1775.

1. Ruler.
2. The King's Policy.
3. Two Political Parties. (Policy of each.)
4. Parliamentary Support of the Colonies.
5. Prime Minister. (His Proposition in Regard to the Colonies.)
6. The British Parliament
   (a) Composition.
   (b) Power.
   (c) Attitude toward America.
7. Patriotism in England.

III. Condition of America in 1775.

1. Number of Colonies.
2. Population.
3. Character of the People.
4. Most Important Colonies.
5. Trade.
   (a) Kinds of Trade.
   (b) Restrictions of Trade.
6. Government.
7. Religion.
8. Taxation.

IV. Events from 1765 to 1775.

V. Edmund Burke.

1. Significant Facts in His Life.
   (a) Private Life.
   (b) Public Career.
2. Burke as an Orator.
3. Burke as a Literary Man.
4. Characteristics of Burke.
   (a) Personal.
   (b) Oratorical.
   (c) Literary.

B. Burke's Speech on Conciliation.

I. Viewed as a Whole.

1. Compared with Author's Other Speeches.
2. Estimates of Speech.
3. Historical Value.
4. General Analysis of Speech.

Introduction.
Primary Proposition.
Policy of Concession.
Two Leading Questions.
Two Considerations.
Three Methods of Procedure.
Discussion of Each Method.
Views on Abating the Taxes.
Summary of Situation as Regards Taxation and Trade Laws.
Conciliatory Concession.
Representation of Colonies.
General Statement of Burke's Resolution.
Six Fundamental Propositions.
Discussion of Each.
Three Corollary Resolutions.
Remarks on Lord North's Proposition.
Comparison of the two Propositions.
Summing up of the Speech.

5. Outline of Burke's Policy.

(1) Fundamental Idea—Peace.

(2) To be Effected by Concession.

(3) Conciliatory Concession.

(a) Why necessary?
(b) To be brought about by redress of taxation grievances.
(c) Principles governing conciliatory concession.
(d) Taxation by "grant" vs. Taxation by imposition.

6. Summary of Burke's Propositions.

Renounce future exercise of taxation.
Repeal obnoxious bills.
Use conciliation instead of force.
Concession to be made by England.
To pass an immediate amnesty.
To allow Colonies to tax themselves.
To govern Colonies on the principles of freedom.
To admit the Colonies into an interest in the Constitution.
To secure to the Colonies a free and unbiased judicature.

II. Speech in Detail.

1. Reference to England.
   (a) Government.
   (b) Bills, Acts, and Measures.
   (c) History.
   (d) Commerce.
2. References to America.
   (a) Names of Colonies.
   (b) Government.
   (c) Population.
   (d) Trade.
   (e) Religion.
   (f) Education.
   (g) Massachusetts Bay.
   (h) Condition as Colonies.
   (i) History.
3. French and Indian Wars.
4. Miscellaneous Historical Allusions.
5. Biographical Allusions.
6. Words Peculiar to Burke's Day.

III. As a Literary Production.

1. Elements of its Style.
2. Elements of its Diction.
3. Its Execution.
4. Its Faults.

C. Remarks.

I. Failure of Speech.

II. Burke's Failure as an Orator.

III. Amrica's Debt to Burke.

III. Burke's Maxims of Government.

Book Mending and Binding in School.

By WALDO DENNIS, CHICAGO.

I was drawn to the plan of having children mend books by the wish to make our supplementary reading books last longer, and thus to increase our supply of these. The tools were few and simple, the materials inexpensive.

First I had to learn to do the work myself. This took less time than I had expected. On the other hand it took longer than I expected to suitably organize the work for the children. In the first hour or two I was at the bindery I learned what kept me busy several weeks reducing it to methodical practice.

Since the children like to mend books all they need is to be shown how. The plan that has succeeded best with me in accomplishing this is very simple. We are under instructions not to have such work interfere with regular school lessons. I taught a few pupils in my office. These were sent to different rooms, there to teach one or two pupils not engaged in recitation who could spend the time without detriment to their lessons. The children thus taught are glad, as time permits to show others—and so the work goes on. The children like to do the work and when the teacher sympathizes with the undertaking, the crusade moves rapidly enough. A book on which good work has been done, used as a sample of what is expected, saves much talking and showing.

One thing should be given at a time, as mending with tissue paper all leaves torn into the print, mending mutilated edges with thin strong white paper; replacing loose leaves; replacing a book in its covers; and finally the work, which makes the children's eyes shine with triumph if successfully done, of making an entirely new cover and securely placing the book within it.

A Double Saving.

Since undertaking the work I have learned that the plan saves not only the books but the pupils.

For instance, H. was indifferent to his lessons and treated his books badly. He was taught in the office the difficult work of replacing large geographies in their covers. He succeeded in this better than others. While thus engaged he seemed to me a different boy. Was he not aware of the same difference? At any rate, the difference that I felt, and that I think he felt, persisted after all the geographies were mended. He is now a more dignified boy. Some of the zeal with which he applied himself to his book mending, left a taste that he is likely to try and perhaps find some other ways of gratifying. He had always lived in the poisonous atmosphere of disapproval, because he had been a misfit in the narrow school environment.

E. was frivulous, did not apply herself well to her lessons, and was voted by her teachers a nuisance. At bookwork she was far-seeing in her precautions to have things come out just right.

She was painstaking systematic, and successful. I was delighted to see this hitherto unsuspected capability. She was to me now a different person, one for whom I felt much admiration. But what must have been the reaction of all this upon her?

She had had a taste of real success, had enjoyed the sweetness of respect and esteem that characterize approval. The very roots of power and courage.

T. was a clown. He was obedient to the extent only of avoiding suspension. He was disturbing to his mates, and trying to his teachers. He came to the office one day and asked if he could mend some torn leaves. I directed him and then gave him paper for clean in-sheets and had him put them in exactly right. He looked much pleased. He was back again next day for more paper, and put in-sheets into another book without any directing, stayed overtime, and had to be sent for by his teacher. For several days longer he kept working at his books which were badly defaced, mending them and cleaning them up. This was a positive reversal of the boy's former course with respect to books. Would this new growth affect other sentiments? Without knowing or thinking about what his behavior had been in his room, all this while, I received a line from his teacher which read, "T. has been behaving very well lately."

While these are special cases, all the children find book-mending a rest from the work in which their hands have little or no part. It seems not improbable that we shall some day find we have the cart before the horse. Instead of correlating construction work with the regular school studies, we may find it more rational and successful to find out first from the child what he likes to do, and correlate as best we can the school studies with that.

The Renaissance in Italy. II.

By ABBIE J. GANNETT, Mass.

We must go back a little in the matter of time to speak of the first appearance of Renaissance architecture in Venice—the "Queen of the Adriatic." The story of Venice is like a fairy tale;—the founders of the city had been driven by their enemies fairly into the sea where, inch by inch, building upon marsh lands and small islands, they *made the land* in which they founded a powerful state. The distinct separateness Venice maintained in later times, her originality and her independence of her neighbors in many ways, was part of her legitimate inheritance.

When in other parts of Italy the Renaissance style had become popular, Venice kept on building the rich Gothic palaces for which the city is noted. It was not until near the end of the fifteenth century that signs of being influenced at all by the new style began to appear. Then in adopting it Venice gave a touch of elegance*—of lightness and brightness, not to be found outside her own district. Neither the simple grandeur of the Florentine palace, nor the solid dignity and richness of the Roman, appears in Venice. But there is an inviting, airy grace in the architecture of this city as peculiarly her own as are the water roads and the famous gondolas.

Beginnings of the Renaissance in Venice.

The Palazzo Vendramini is one of the earliest examples of the Renaissance in Venice. (Fig. 3.) It is smaller than any you have studied; naturally so, for there is no land to be wasted in Venice. Of course we shall find

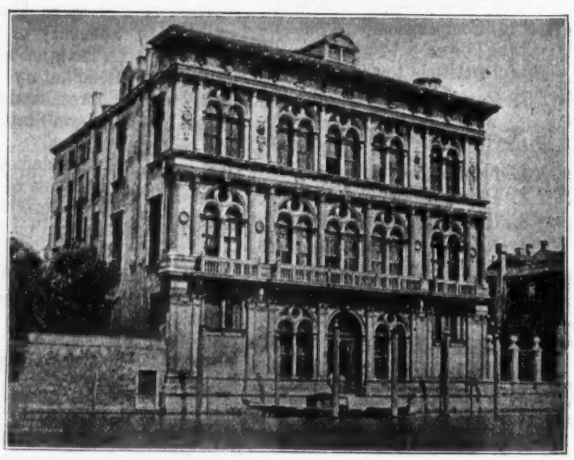


Fig. 3.—Palazzo Vendramini in Venice. Built by Pietro Lombardo, 1481.

here less spacious court-yards than in other Italian cities; and the straight frontage will rarely be broken by projections of any sort, for there must be a chance for the gondolas to come close to the door. Notice in the picture the way in which the height of each story is marked,

*This effect is greatly increased by the Venetian method of decorating facades of buildings with marbles of various colors which soften with age into beautiful tints.

the balcony off the second floor, the crowning cornice, and the free use of engaged columns. The windows show a lingering fondness for the round-arched Gothic style. Notice how they are grouped. In the first story there is an arrangement that leaves enough of solid wall to give the look of strength desirable at the foundation. In the second and third stories the three central windows are near together, leaving a wider space between them and the end windows. That is peculiar to Venice and arose from the fact that the middle room on each floor was a long hall running from front to back. Of course this room depended for light on windows at the ends. The windows are so placed as to admit all the light possible.

The church of St. Zacherias, built in 1513, is one of the purest and best examples of early Renaissance in Venice. Variety is given to the facade by the groupings of the windows, and the pleasing proportions of the parts

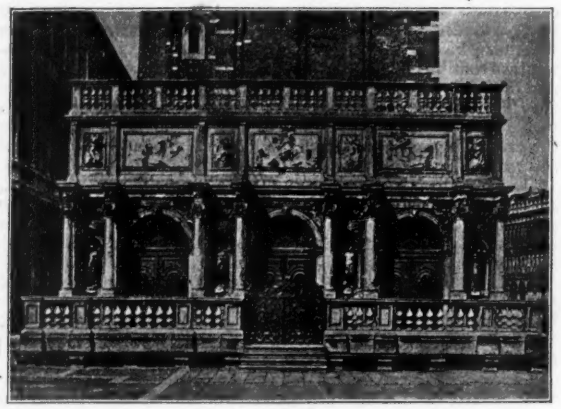


Fig. 4.—The Loggetta beneath the Bell-Tower of St. Mark's.

thruout. The rounded gables show Byzantine influence,—stronger perhaps under the shadow of St. Mark's than elsewhere in Italy.

Later Works in Venice.

Sansorino, summoned by the Doge to Venice in 1523, was the architect of many a beautiful Renaissance building in that city. In sculpture this artist came dangerously near being the rival of Michel Angelo. Architecture he had studied in Rome with Bramante and San Gallo.

It was Sansorino who carved the noble statues that give La Scala Doro in the Court of the Ducal Palace its name—Giant's Stairway. He built the famous group of buildings near the bell-tower of St. Mark's—La Lecca (the Mint), the library of St. Mark and the beautiful Loggetta. One of these, the Library of St. Mark, is considered a masterpiece of the Renaissance. The Palazzo Cornaro della Ca'Grande and the churches of San Fantino and San Martino were also his work.

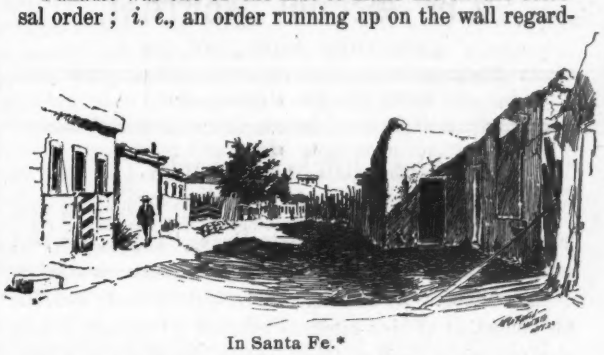
This architect and Sanmicheli, a contemporary by whom he was greatly influenced, were fond of using an exceedingly graceful combination of columns and arches very likely suggested by the crude attempt of the ancient Romans to ornament their arches as in the Coliseum.

Fig. 4 shows the Loggetta beneath the Campanile. Note the arcades and the great width of the entablature. The statues in the niches—Pallas, Apollo, Mercury and Peace—were all Sansorino's work. He never tired of introducing into his architectural designs excuses for statuary.

Palladio.

Another architect of the Renaissance has left us much that is interesting in the Venetian district, tho comparatively little in Venice itself. It was Palladio, who, in spite of all that had been done before him, and in spite of the fact that he often had the poorest of material to work with, left work of so original and vigorous a type that he more than any other builder of the Renaissance, has influenced English architecture of modern times. It was said of him that "he knew how to make a building grand without great dimensions and rich without much expense"

Palladio was one of the first to make use of the colossal order; *i. e.*, an order running up on the wall regard-



In Santa Fe.*

less of the different stories. It is really a column transformed into a buttress. Often it was placed above a basement of rustic work from which it extended to the cornice, giving a look of dignity—of grandeur, even—not easy to be attained. Most of Palladio's work is at Vicenza.

Conclusion.

Enough has been said to give an idea of the Italian Renaissance as worked out in the architecture of the three centers, Florence, Rome, and Venice. There was little of invention—it was not needed. Not new things, but the skill to meet new requirements with the old elements of construction was the demand made of architects at the beginning of modern times. And that demand was fully met. The art of fresco painting as developed in this period, side by side with the building of spacious, well-lighted palaces and great domed churches, is, of course, too large a matter to be considered within our limits.

Looking back over our studies in architecture, I see a certain resemblance between the progress of the art of building and life itself. Those monuments of Egypt standing thru the ages are like the lasting impressions of childhood. Greece showed us art in the freedom and



Pueblo Indian Women.*

beauty of youth. Later came the work of the stern Roman with less of grace and with constant thought of utility and power. Christian art, East and West—Byzantine and Gothic—is maturer manhood that knows its own weakness and reaches heavenward. While the architecture of the Renaissance looks back and gathers out of what has been elements which are combined with a touch of gracious dignity and mild repose.

This closes the series of articles on the "Renaissance" by Abbie J. Gannett. Other articles by the same author have appeared in THE SCHOOL JOURNAL for Nov. 13, 1897; Jan. 22, Mar. 19, Apr. 9, May 21, Oct. 8, and Nov. 12, 1898; also in the numbers for Mar. 18 and Apr. 8 of the present year.

*Courtesy of Atchison, Topeka, & Santa Fe Railroad.

The National Educational Association meets at Los Angeles, July 11-14. For information concerning routes from New York and Chicago, expenses, personally-conducted parties of teachers, etc., write to the Editor of "The School Journal," 61 East 9th Street, New York.

The School Journal,
NEW YORK AND CHICAGO.

WEEK ENDING MAY 20, 1899.

The Quick Memorial.

The proposition to found a memorial library to perpetuate the memory of the late Herbert Quick, of which mention was made in THE SCHOOL JOURNAL—has taken definite shape. At the time of Mr. Quick's death in 1891, his collection of nine hundred volumes on modern education was given by Mrs. Quick to the library of the Teachers' Guild. It is now proposed to raise five hundred pounds by subscription. The interest will be applied to the increase of the library, which will hereafter be known as the Quick Memorial library. Subscriptions may be sent to the editor of THE SCHOOL JOURNAL or to Dr. Nicholas Murray Butler, Columbia university, New York, who acts as treasurer of the fund for the United States; to John Russell, Cripplegate, Woking, Surrey (honorary librarian of the Teachers' Guild; or to Professor Foster Watson, University College of Wales, Aberystroyth.

Spelling Reform.

The spelling reform introduced into the Chicago schools has been too much for the *News*. This is the way it celebrates the event:

Pleze do not think
I doo not no
The way to spel
And rite just so.
I lurned the way
That utherz lurn,
Orthographi
Is mine—too burn.
If yoo shood reed
And then shood sware
I doo not no
And doo not kare;
I'm spelling az
It sownds to yoo,
And this is hwat
Yoo ot too doo.

I want to reed
Az utherz doo,
I want to rite
And speek so too;
But this is hwat
They say iz rite,
So I will tri
Too bee polite.
Thoze funni fokes
Hoo spel so kweer,
Hav cum agen
Thiz prezzent yeer;
And this is hwi
Mi spelling loox
So different
From that in boox.

To Los Angeles in July.

The meeting of the National Educational Association will be held at Los Angeles this year, July 11–14. A magnificent opportunity is thus afforded to teachers to become acquainted with the wonderful beauties of the states near the western coast of our country. One fare will pay for the round trip. This is the best rate ever made by the railroad companies and it is expected that over twenty thousand teachers will attend the convention. The wonderful Grand Canyon of the Colorado, picturesque Santa Fe, the cave dwellings, the Indian pueblos, the Yosemite valley and Yellowstone park will be visited by many for the first time. Several parties have been organized to give teachers an opportunity to travel economically and in congenial company where their comfort and entertainment is looked after.

One party just forming will leave New York City via New York Central R. R., and go by way of Michigan Central R. R. (taking in Niagara Falls) to Chicago, and there take the most direct route to Los Angeles (the Atchison, Topeka, and Santa Fe railroad). The return will be by the Northern Pacific. The cost of the trip including the National park excursion and all expenses for sleeper, meals, hotels, etc., need not exceed $230. Those who cannot take in the Yellowstone will get along most comfortably on $180. The attractions along the Santa Fe are unsurpassed. There will be short side-trips to the Grand Canyon and the Petrified Forest, a stop at Santa Fé, visits to cave-dwellings, to Indian pueblos, etc. The dining service is especially good on this road. In short, the trip promises to be a delightful one in every respect. The attractions of the Northern Pacific have been briefly described in these pages.

All who wish to go with this party from New York city or join it at either Albany, Buffalo, Chicago, Kansas City, or stations along the route, are requested to write to Ossian H. Lang, 61 East Ninth St., New York.

Another party will leave New York city July 1, at 2 P. M., for a trip that will cover a distance of 8,620 miles. The start will be made from Jersey City via the Pennsylvania railroad, passing over the Horse Shoe Curve and the Alleghany mountains. From Chicago the party will go via the Chicago and Northwestern road. There will be a short stopover in Omaha and a day will be spent in Denver and the Garden of the Gods. After passing by daylight thru the Royal Gorge, the Grand Canyon of the Arkansas river, a day will be spent at Salt Lake. The party will reach Los Angeles July 11, to remain three days.

The return trip of both parties will be by way of the Northern Pacific railroads, with a stopover in San Francisco of two days, and a one day's stay at Portland. At Livingston the party will divide, those who return directly continuing on the Northern Pacific to St. Paul and thence going via the Northwestern road to Chicago, with a stopover of a day at Minneapolis and the Falls of Minnehaha. This party reaches New York July 26. Those who make the tour of Yellowstone park will return to New York Tuesday, August 1. Arrangements will be made for any who desire to remain a longer time in California and return independently by any diverse route.

On all railroads west of Chicago meals will be served *a la carte* on the trains or at the stations. The excursion will be personally conducted over the entire route, and the services of experienced railroad representatives will insure every attention for the comfort and pleasure of both parties.

Further information concerning this party may be obtained either from Ossian H. Lang, 61 East Ninth St., New York, or from Associate Superintendent W. A. Campbell, 222 Quincy St., Brooklyn, N. Y. Mr. Campbell will personally conduct the party leaving July 1, and returning August 1.

The cars of the second party will be available for sleeping at all times except during the stay at San Francisco. The entire cost for the round trip excursion ticket, including one double sleeping car berth, is $155.

Both parties leave on July 1; the one conducted by Supt. Campbell at 2 P. M.; the one in charge of Mr. Ossian H. Lang at 6 P. M.

Those wishing to go later can be booked with either of several parties. One party leaving July 5, via the Santa Fé, promises to be very large. Another to go over the Missouri Pacific has arranged a delightful program, etc., etc.

For information concerning railroads, excursion parties, etc., address Ossian H. Lang, 61 East 9th St., New York city.

Dr. Simon J. McPherson, who has been called to the head mastership of the Lawrenceville (N. J.) school, which Dr. Mackenzie recently designed, has been for a number of years the successful pastor of a large Chicago church and has taken a leading part in numerous reforms of a practical nature. Chicago loses a powerful, public-spirited citizen. Lawrenceville will continue under the new head master to hold its reputation as the most successful private school for boys in America. For Mr. McPherson is eminently fitted by nature and by taste for the work upon which he enters. It will be remembered that he was a prominent candidate for the presidency of Princeton university at the time of Pres. Patton's appointment.

It looks as if this year's convention of the N. E. A. would surpass in numbers any previous gathering, even the great Denver meeting at which nearly 11,300 members were enrolled. Secretary Irwin Shepard has written to the local committee on railways and excursions that at the lowest estimate ten thousand people from the country east of the Rocky mountains will be in Los Angeles next July.

Three thousand pupils in the high school out of a total enrollment of 25,000—how is that for a record? This is one of the things accomplished in Kansas City under the administration of Supt. Greenwood.

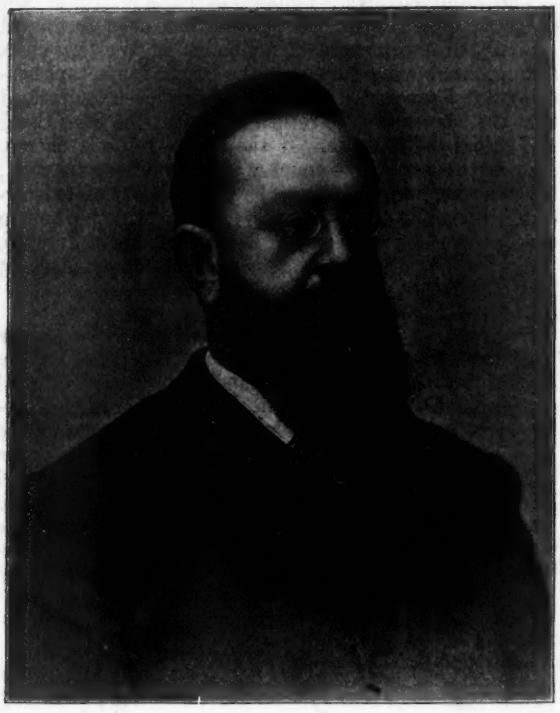
Noted European Educators. I.

Herman Schiller.

Herman Schiller is professor of pedagogy in the university at Giessen in Hesse, Germany, and Direktor of the gymnasium at that place. In connection with the gymnasium, he established in 1876, a seminary course for the professional training of teachers for positions in gymnasiums and other institutions of similar rank. The course of training is very thoro and Schiller's seminary is one of the most progressive in Germany.

Schiller seeks to combine in his methods the pedagogical ideas of Herbart and the psychology of Wundt. He has worked out his system thoroly, and is fortunate in having his corps of teachers composed almost entirely of men who have been students in his seminary, so that his aim and methods are fully understood.

The course of study is planned according to the concentric circle idea rather than that of strict concentration. The correlation is in literature, language, history, and geography. History is the center, and language is read that it may give information on the history. The languages taught in the gymnasium course, besides the vernacular, are Latin, Greek, French, and English. This affords, it will be seen, opportunity to go over the historical material a second time and to treat the topics more fully. Drawing is correlated with history to considerable extent. Schiller secures this end by using for forms in the drawing lessons large specially constructed models of churches, buildings, armor, implements, weapons, etc., to illustrate that phase of the history engaging the pupil's attention. Schiller does not seek to correlate mathematics and the natural sciences proper.



Natural history study is purposely made somewhat unsystematic. Its aim is simply to awaken power of observation by noting the principal characteristics of small representatives of the various species, and to induce a loving and appreciative interest in nature.

Schiller is the author of various text-books of high merit. He has written a history of education, and is now engaged in collaboration with Th. Ziehen, of Jena, in the preparation of a large pedagogical work.

The second number of this series, which will consist of about twenty biographical sketches, will be devoted to Professor Kuno Fischer, of Heidelberg.

The Busy World.

Bats as Scavengers.—Prof. Clifton F. Hodge, of Clark university, has found by experiment that bats consume spiders, flies, moths, etc. His attention was called to bats thru study of the codlin moth, which eats into apples and other kinds of fruit. A neighbor of Prof. Hodge's was not troubled by this moth, because in the barn there were nearly a hundred bats. He took a dozen bats home and installed them in the parlor. They made their home in the folds at the top of window draperies. At first they were wild when any one approached them, but in time they became somewhat more tame. They never, however, allowed themselves to be handled. At night and even during the day they would fly about the room while persons were present. In the evening several netfuls of night-flying insects were released. Not one remained in the morning. One bat devoured, by actual count, sixty-eight flies. In a short time there was not a fly in the house, nor a cobweb on the walls.

Bats frequent many churches, and it is found that they keep the walls free from cobwebs and from insects. Dr. Hodge suggests the domesticating of these animals in churches where roosts can be provided for them, so that during the services they can be caged up. Insects of every description constitute their food. They could be allowed freedom during the six week days.

Equatorial Glaciers.—Right under the equator in Central Africa are twelve enormous glaciers. Of course they are far above sealevel. When they were first discovered, years ago, by the missionary Rebmann, the geographers of England declared that the missionary must be drawing upon his examination. Yet the glaciers were there. They came down from the snow-capped summit of Kilima-Njaro. They have lately been explored for the second time by Dr. Hans Meyer who, in 1889, succeeded in reaching the summit of the mountain 19,200 feet above sealevel.

During the past season Dr. Meyer has continued the exploration then begun, this time not ascending to the top, but studying all the glaciers in a circuit at an average elevation of 27,000 feet. He and his party were equipped with the fur sleeping bags and other paraphernalia of Arctic exploration. They succeeded in going completely round the mountain on the ice. One of their discoveries was a tribe in a high valley, 11,000 feet up, who are not like all the surrounding peoples, negroes, but plainly white, with the characteristics of Semitics.

Weather Frogs.—A curious little tree frog, much like those the boys call "tree toads," has been imported from Germany. When full grown these frogs are little more than an inch in length. They take the color of any object on which they may rest—brown if on wood, green if on a leaf; so closely in color do they resemble whatever they perch upon that they can scarcely be seen. They can be kept in a glass jar in which a plant is growing. In fine weather the frog climbs up the plant; in rainy weather it goes into the water. The frogs are sold for twenty cents each and are easily cared for, as they feed on flies. They are called weather frogs.

Overflow of the Hoang-Ho.—The floods of last year destroyed 100,000 lives, if the reports are to be believed; two million people had their crops swept away. They now subsist on the bark of trees. This river has extensive levees, but the floods bring down so much sediment that the river bed is higher than the surrounding land, and it is rising every year. The Hoang-Ho rises among the mountains of eastern Tibet, whose snowfall is in the spring poured into the upper river. Its course then takes a long detour to the north and then, thru the mountains, it descends into China. The great change of level gives velocity to the stream, which is in its middle course when it drops into China. The swiftness of its current has not been ascertained, but it is said that the ferryboats are often carried three miles down the river, tho it is only a half mile wide. The land thru which it flows when it reaches China consists of yellow earth, a

soil of inexhaustible fertility if the rainfall is sufficient, but it is very light and is carried away in immense quantities by the waters. The river and the sea into which it empties derive their name from the color this earth imparts to them.

It has been proposed to construct a system of vast reservoirs in which the flood waters might be impounded.

The populace of Honan, were the principal sufferers from the great flood of 1887. At that time a wide breach in the embankment was made by the current, and the contents of the river were discharged into the valley of the Lu-chia, down which it poured, a wall of water from forty to fifty feet high, destroying over a hundred villages. The river joins a larger stream, whose valley was also made waste, and before the waters had reached the sea they had submerged about 1,500 villages. Those who perished in that disaster are believed to have numbered 1,000,000 persons.

Ex-Gov. Flower Dead.

Roswell P. Flower died on May 12 at Eastport, Long Island, whither he had gone for a few days' fishing. His career was typical of the conditions which have until recently prevailed in this country. As a boy he did chores on the farm; in early manhood he laid the foundations of a great fortune; in his later years he was a political and financial potentate. Among the magnates of Wall street he was notable for his honesty and independence. "Get money but get it honestly," was his maxim. A great many charitable institutions, especially those connected with the Episcopal church, have received benefactions from him.

Not Afraid of Kaiser.

The members of the faculty of the University of Berlin have dared to resist the demands of the German government. They have refused to subject to disciplinary trial Dr. E. Arons, of the department of physics, a man who is prominently identified with the Social Democratic party. The university professors disclaim any right to interfere with the opinions of their members. They submit that Dr. Arons, as professor of physics, has no chance whatever to give instruction in social economy. They recommend the government, if it has definite charges of a criminal nature against any of their members, to resort to the usual legal processes.

This decisive action is a still more serious slap in the face of the Kaiser than was the failure of the attempt some months ago to remove Prof. Delbrueck for his agitation against the expulsion of the Danes and other foreigners from the Prussian provinces.

New Underground in London.

London has found the underground system so necessary that a new line of tunnels, extending under the city more than seven miles, is nearing completion. The work is now in its final stage, and shortly passengers will be shot thru the tunnels at an average depth of eighty feet below the surface.

Somewhat in the same line of improvement is the new tunnel under the Thames, near the West India docks.

Thanks for Mr. Carnegie.

Mr. Andrew Carnegie has just received a letter containing a resolution of thanks from the Birmingham (Eng.) university to which he recently gave $250,000. In making the donation Mr. Carnegie expressed the hope that the university would stand for something practical in an educational way, and he especially instanced Cornell university, where the scientific departments are equally strong with the literary, as an example of what he would like to see developed in Birmingham.

An Impression of Washington.

William Archer, the distinguished English critic, is writing a series of "American Jottings," for the *Pall Mall Gazette*. His impression of Washington has been lately republished in several of the American papers. He was unfortunate enough to visit the Capitol in April when Congress had adjourned and the city had not yet put on its robes of magnolia. Consequently he does not pretend to have seen Washington properly.

Yet from what he saw he felt for the first time conscious of the rawness of things in America. The great cities of the East did not impress him as being newer than most English towns. But in Washington the soil is not yet permeated with humanity. Washington was arbitrarily made. It is distinctly a city of the future, not of the present.

Yet Mr. Archer sees in Washington much to praise. The White House he finds "an appropriate and dignified residence for the chief magistrate of a republic." The Capitol is externally magnificent and internally tawdry. The new Library of Congress is easily the crown and glory of the Washington of to-day. It is an edifice of which any nation might well be proud. Some of the decorations will one day have to come down, but most will stand as a permanent monument to the artistic taste of the American people.

Dewey's Home-Coming.

The whole country is agitated over the matter of Admiral Dewey's return. A petition has been forwarded to him from the mayors of a number of Western cities asking him to come back over the Pacific route, thus honoring San Francisco. It had previously been understood that the admiral was to return by way of the Suez Canal and across the Atlantic. If the former route is chosen, his progress across the country will be one long triumph; if the latter, he is certain to be the recipient of extraordinary honors in foreign ports. The naval people look to see Dewey come in by way of New York, about July 15, but what he will do, the hero has not yet signified—at least not openly.

Cecil Rhodes Again.

There is a new Transvaal trouble. The Boers and the English are at odds over a dynamite concession granted to German firms by the Transvaal government which professes to be free of British sovereignty in spite of the English assumption of overlordship. According to the compact of 1884, the Boers can exercise their own will in matters of internal policy. The dynamite concession, according to Pres. Kruger, comes within the pale of these rights, but Mr. Rhodes and Mr. Chamberlain think otherwise. The British armament at the Cape has been largely increased and it is evident that trouble is looked for.

Cutting Prelates' Salaries.

The new Spanish ministry is going to reduce expenses by cutting down the salaries of the Catholic hierarchy. The government must have money. It must save to construct a new navy. The people are miserably poor, but the nobles and prelates are still wealthy. Consequently the nobles and prelates must be taxed.

A beginning is made by imposing a stiff income tax and by reducing the salaries of all government ecclesiastics ten per cent. The prelates are up in arms but, to the credit of the pope be it said, they are getting scant sympathy from St. Peter's. His Holiness has intimated that the occasion is an excellent one for them to show their patriotism and has suggested that they would do well to renounce not ten but twenty per cent. of the incomes derived from the state.

Almond Raising.

It is not generally known that the raising of almonds has become one of the great industries of California. A few years ago all our almonds were imported from southern Europe. To-day of the 21,000,000 pounds annually consumed more than two-thirds come from California. They are used for various purposes. Some are eaten with raisins, some ground for cream and flavoring extracts, and many, of the inferior sort, used in the manufacture of soap. The demand for them seems to be constantly enlarging.

The Educational Outlook.

Children's Day in Kansas City.

KANSAS CITY, MO.—The first Band of Mercy mass meeting, under the auspices of the Humane Society of Kansas City, brought out a gathering of 25,000 children in Convention Hall. It is said that 20,000 more were outside the doors, unable to get in. The teachers of the public schools deserve all possible credit for the discipline shown by the pupils. An army of veterans could not have been more effectively handled. Not a single accident occurred anywhere along the line.

Cut of $2,000,000 Proposed.

PHILADELPHIA, PA.—A storm of protest has followed Gov. Stone's propostion to cut the school appropriation by $2,000,000. The *Public Ledger* is out with an editorial which makes the following points:

(1) That it is the first duty of the state to guard against the illiteracy of its citizens.

(2) That it would be preferable, if a deficit must be met, to withdraw some of the appropriations to charitable institutions.

(3) That in any case the school appropriation should suffer in only just proportion.

(4) That the deficit is due to unequal taxation.

The Aims of a Teachers' Club.

JERSEY CITY, N. J.—At the last social of the Jersey City Teachers' Club the president, Miss Lydia R. Ennis, gave an interesting historical account of the association and a statement of the principles for which it stands. Among other aims are the following: That, other things being equal, the daughters of citizens of Jersey City, should be preferred in public school appointments; that women were divinely ordained for the care and education of children; that women are equally entitled with men to the best positions in the profession.

There were also addresses by Messrs. Miggins and Mulvaney of the board of education.

A Gentle Snub.

SACRAMENTO, CAL.—A correspondent, evidently a public school pupil, recently wrote to the *Record-Union* of this city asking for a summarized list of the principal events of the last three administrations. From the tone of the letter it seemed clear that the summary would relieve pupils of the labor of compiling such a list themselves.

Assuming such to be the case, the editor refused to publish the information, believing that it should be the policy of the press not to interfere in any way with the workings of the schools. At the same time he asserted that it was his personal opinion that to give children such topics, involving a tremendous amount of investigation, was little short of educational crime. To this work of selection and compilation the childish mind is thoroly unsuited. The place for study of original documents is in the university, not in the grammar school.

Education in Bermuda.

Altho there has never been until recently a thoro school system, one rarely finds people in Bermuda who cannot read and write. The plan pursued at present, in accordance with an act passed in 1897, to be tried until 1907, requires that the governor appoint a board of education of nine members. The secretary of the board is inspector of schools, devoting all his time to the work. The Bible is a daily text-book and no child can be excluded on account of religious denomination. The school age is from six to thirteen years. Provision is made for the support of teachers in service for thirty-five years, and they can be retired after twenty years of service.

Insurance for Teachers.

SWARTHMORE, PA.—The Teachers' Interstate Mutual Relief Association, chartered under the laws of Pennsylvania, is growing rapidly. It aims to organize teachers for mutual protection in case of sickness, and for relief to their families in event of death. The plans were developed with the assistance of practical life insurance men, and are very simple.

The idea is this: Every member pays an initiation fee of $2.50. The annual dues are also $2.50. An assessment of $1.10 is called if at any time the amount in the treasury is not sufficient for the payment of one death payment.

What one gets is this: In case of death, $1.00 for each surviving member of the association; the total not to exceed $2,500. In case of accident or sickness, a monthly sum, not to exceed $25.00. After twenty years' membership, an annual sum, not to exceed $250 in place of the death benefit.

The association is under the management of Profs. Day, Hoadley, and Beardsley, of Swarthmore college. Applicants for membership must be practical teachers or superintendents between the ages of eighteen and fifty-five. For testimonials and form of application address Geo. A. Hoadley, Swarthmore, Pa,

Art Teachers' Convention.

PEORIA, ILL.—Brimful of enthusiasm, the Western Drawing Teachers' Association met in this city. There was a large attendance, including many people not directly interested in education. In Bradley hall a comprehensive exhibit was shown—one that made it possible to compare the work of different schools thruout the country. Miss Seegmiller, supervisor of drawing in the schools of Indianapolis, Ind., was elected president for the ensuing year.

Connecticut State Council.

HARTFORD, CONN.—The meeting of the Connecticut Council of Education in this city brought out some interesting discussions. Manual training occupied considerable of the attention of the convention. Mr. Charles B. Howe, of the Hartford high school, made an address on "The Value of Manual Training in the High School." He said that the educational value of his subject was well understood by school men, but that the ultimate aspect was largely ignored. In order to get the best results the technical side of the work should be strongly presented. In the high school course, time is a very important element, and where manual training is introduced it should take the place of some academic study. As a mere extra it has no value whatever. It has been found that the manual work best suited to high school boys includes cabinet-making, wood-turning, pattern-making, forging, metal-working, and constructive drawing.

In line with Mr. Howe's address was a paper on "Manual Training in the Grammar School," by Principal Graves of the South school, Hartford. Mr. Graves, who has had manual training in his school for three years, testified to its value as breaking the monotony of application to books and stimulating the interest of pupils.

Prof. S. H. Rowe, of New Haven, talked on "Practical Applications of the Hygiene of Instruction" and Mr. W. H. Burnham on the "Hygienic Aspects of Educational Principles and Methods."

The officers for the next year are J. T. Corlen, of Stratford, president; E. C. Andrews of Willimantic, vice-president; S. P. Willard, of Colchester, secretary and treasurer.

Need of Schools.

KANSAS CITY, MO.—Excellent as is the school system of Kansas City, it is undeniable that there is need of new school buildings. The city has grown so rapidly that a generally overcrowded condition is the result. The Manual Training high school, with its 1,114 pupils has to hold classes in the various corners of its assembly hall. In many of the schools children have had to be accommodated in neighboring houses under conditions distinctly unfavorable to good work and good health. An effort is being made to secure a special election for the purpose of voting bonds to build new school-houses. An appeal will be made to the community not to allow the educational progress of the city to be checked.

The Northern Illinois Convention.

DIXON, ILL.—Thirteen hundred delegates met at Dixon. The occasion was the session of the Northern Illinois Teachers' association. Prin. John T. Ray, of the John Crerar school, Chicago, who has been a follower of conventions for twenty-five years, says that he never attended a more enthusiastic group of meetings. Mr. Ray was himself one of the principal speakers, leading a discussion of "Democratic Government in Schools." He declared that the public school of to-day fails to teach the boy and girl even the first lessons of citizenship. His own school has for three years been run upon the self-government plan. He called the old form of government monarchical and assailed it as failing to educate properly for the duties of civil life. His own plan provides for the recognition of the most orderly pupils by giving them the badge of citizenship. There is both reward and punishment in this scheme, said Mr. Ray, and the effect invariably is salutary.

The Pupil's Individual Needs.

BOSTON, MASS.—At the November meeting of the New England Association of School Superintendents a committee was appointed to investigate the question, How can the elementary school system be modified to meet the individual needs of the pupil?" The committee sent out a circular letter of questions with a view to discovering what is being done already. One hundred fifty replies have come in from New England superintendents. From them the following conclusions are arrived at:

1. It appears from these reports that the trend of educational opinion and practice in New England, and, indeed, thruout the country, is toward less rigidity in the administration of the graded schools. Differences in capacity of pupils are being noted, and earnest efforts made to modify the work accordingly.

2. The so-called "bright" pupils are being moved forward in many places and in constantly increasing numbers. Irregular and out-of-course promotions of such pupils are more common than formal and systematic abbreviations of the course.

3. The pupils at the other end of the line, comprising two classes, those whose brain areas are unequally developed, and those whose brain areas are equally undeveloped, are receiving much sympathy and a little help. They are now quite generally tolerated.

4. Formal written examinations by superintendents have been generally abandoned, the supervising officers recognizing that their work is chiefly with teachers and not with pupils.

5. The phrase "judgment of the teachers" as used in connection with graduation and promotion is in practice much less liberal than it sounds.

Eastern Art Teachers' Association.

The Eastern Art Teachers' Association, recently organized to cover the territory east of central Ohio and as far south as its influence can be made to reach, will hold its first general meeting at Brooklyn, N. Y., May 25 to 27, having its sessions by invitation in part at the art galleries of the Brooklyn institute, 174 Montague street, and in part at Pratt institute, where the annual exhibition of the work of that institution will be in progress.

At the opening session on Thursday evening, May 25, the leading address will be given by Hon. Charles de Kay, ex-United States consul at Berlin, upon the topic—"The Relation of Public Art Education to the Arts and Crafts." On Friday morning Henry T. Bailey, state supervisor of art education for Massachusetts will speak upon the subject of "Elementary Public Art Education, its Aim, Scope, and Present Methods," followed by several educators in discussion. On Friday evening Walter S. Perry, director of the department of fine art, Pratt institute, will give an illustrated lecture "The Evolution of Art: The essential principles which have governed the development of Arch tecture, Sculpture, and Painting from Early to Modern Times." The Saturday morning session will be largely devoted to the topic of Composition, with a leading address, illustrated by pupils' work and lantern slides, by Arthur W. Dow, followed in discussion of various phases of the subject, by James Hall, director of art education in public schools, Springfield, Mass.; Mrs. S. E. W. Fuller, of Washington, D. C.; Victor I. Shinn, of Brooklyn, N. Y.; James Frederick Hopkins, of Boston, and others.

The Pratt institute exhibit will include all forms of industrial, manual, and fine arts, and will occupy from fifty to sixty large rooms. The exhibition of pictures, studies, sketches, drawings, and color prints by Mr. Arthur Dow, in the top gallery of the institute, advertised on May 6, will be continued, in response to request, until May 27, to enable those who attend the meeting of the association to have the benefit of its study.

Arrangements are in progress for reduced railroad and hotel rates and a large attendance is confidently looked for by the committee in charge of preparations. The association welcomes to active or associate membership all who are interested in the advancement of public art education. A full program will be issued in a few days and sent to all art teachers or supervisors in the East whose addresses are known to the committee in charge. Any failing to receive, and desiring information, should send address at once to Solon P. Davis, chairman of general committee, 86 Edwards street, Hartford, Conn., or James Hall, secretary, 99 High street, Springfield, Mass. Application for membership may be made to Alfred Vance Churchill, treasurer, Teachers college, New York city.

Two Cincinnati Meetings.

CINCINNATI, OHIO.—In March the "Mathesis" gave an entire meeting to the subject of birds. The drawing department had a beautiful display of charts and pictures from the normal school and from some of the intermediate schools. To a student and lover of birds, it was a rare treat to see so many of his feathered friends penciled and hanging on the wall. Principal Bloom, of the 27th district school kindly loaned a number of mounted specimens for the occasion. From the charts and specimens on exhibition, the uninitiated could have made a speaking acquaintance with many of our nearest neighbors. Principal Louis M. Schiel, of the 23d district read an interesting paper on "Our Native Song Birds." While Mr. Schiel made no pretensions to a scientific discussion of the topic, he showed by his treatment of it that he knew the birds of this vicinity, and that his daily strolls thru Burnett woods for the last few years had been of value. He took occasion to score unmercifully Cincinnati's pest, the English sparrow. Miss Selina Woods, of the 4th district followed with an interesting paper on "Messengers of Spring. Principal Carnahan, of the First Intermediate school had been assigned "The American Sparrow," but for some reason he devoted his entire paper to a defense of the English sparrow, and had looked up sufficient statistics and facts concerning the bird almost to convince one that the sparrow was not such a bad fellow after all. Mr. Warder, superintendent of parks, was present and distributed a large collection of twigs that he had collected from our native trees round about the city. While the program for the Mathesis for the past year has been excellent, this meeting surpassed all the others. One thing is certain: we have been led to draw largely on the department at Washington and if there is anything to be had on ornithology we are getting it.

Supt. Morgan has for years been encouraging the protection of birds in our parks and suburbs, and he may well feel proud of what has been accomplished. We have few boys anymore who would wantonly kill any of our song birds, and as a consequence their number has increased very materially during the last four or five years.

The Principals.

Another meeting of much interest during the month was the regular Principals' meeting. The subject for discussion was "Manual Training," and the first paper was by Principal E. H. Prichard, of the Third Intermediate school. "Education," he said, "has two aspects—on one side it is the cultivation of man's reason, the development of his spiritual nature; on the other hand it is the equipment of man with means to earn his living. The function of the school is to make men and women with educated brains and skilful hands, ready and willing to work with both brains and hands in whatever vocation they are best fitted to perform the duties of life.

"Manual training has been placed in the curriculum of school work in response to the demands of the modern spirit. It is an outgrowth of a mixed desire on the part of both the educational and general public for more useful training than the schools of twenty or twenty-five years ago gave.

"Manual skill has invariably accompanied every advance in civilization. What bearing has manual training, then, upon the other branches of study in a school course?" Mr. Prichard proceeded to answer this question in a satisfactory manner, quoting at large from writers in this and foreign countries, telling of the advantages to come from such training:

"To conclude: Education is a means of happiness, not of gain, and money is a means of education, not education a means of making money. No one knows just what the work of the future is to be, but all of us know the kind of men and women who will do it well—active, alert, industrious, courageous, conscientious, hoping for the best and ready for the worst; these are the men and women our schools and homes should be making, whether they do it by means of the classics or the forge, thru the brain or the hand, matters little, but that they do it matters much."

Mr. T. L. Feeny, principal of the Cincinnati Technical school, made an excellent address upon the same subject.

At the April meeting of the principals the entire time was given to a memorial service in memory of Mr. A. J. Rickoff who was the second superintendent of Cincinnati schools. He was elected the first time in 1854 and served till 1859. He then engaged in business here and for a number of years was a member of the school board. About 1868 he was again elected superintendent, but resigned in a year or two to accept the same office in Cleveland, at a much better salary.

Mr. Wehmer, who was a pupil of his away back in the 50's' and who was later president of the school board, read an interesting sketch, paying the highest compliments of a warm personal friend. Mr. Rickoff's aim at all times was to make the public schools the people's college. He believed in improving the schools at the bottom—especially the first four years. Mr. Wehmer recommended the reading of his reports during his years of service here, as good pedagogy for young teachers. He insisted that text-books were but auxiliaries. The teacher after all was the most important factor in the school.

Supt. Morgan with many of the principals who knew him spoke feelingly of Mr. Rickoff, Principal Coy, of Hughes high school, thought he did more to determine the character of Ohio schools than any other man we have ever had in the state.

Free Education for Cubans.

ALBANY, N. Y.—This state is willing to undertake the education, in its normal schools, of forty-eight young men from Cuba and Porto Rico. State Supt. Skinner has sent a letter containing such an offer to Gov. Gen. Brooke in Cuba and to John Eaton, superintendent of schools in Porto Rico. Candidates must intend fitting themselves for the work of teaching and must pledge themselves, upon their return to the island, to engage in active service in the public schools for at least five years. The standard of admission has not yet been definitely fixed, but in a general way it is said that the applicants must be fairly familiar with the English language, and that they must have some knowledge of the subjects ordinarily required for admission to a normal school.

Hood's Sarsaparilla never disappoints. It may be taken for impure and impoverished blood with perfect confidence that it will cure.

THE SCHOOL JOURNAL

(Established 1870), published weekly at $2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, monthly, $1 a year; THE PRIMARY SCHOOL, monthly, $1 a year; EDUCATIONAL FOUNDATIONS, monthly, $1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; ANIMALS, monthly, $1.50 a year; and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO. 61 E. Ninth Street New York.

In and Around New York City.

A meeting of the Alpha chapter of the Patriotic League, was held at the residence of Mrs. Esther Herrman, 59 West Fifty-sixth street, May 16. The object was to give information concerning the league's undertaking to introduce a democratic-republican form of government into the schools in place of the monarchical form.

German Pedagogical Works.

The Astor library has added to its department of pedagogical literature the following German books:

F. W. Doerpfeld—Gesaemmelte Schriften.
H. Schiller—Handbuch der prakt. Paedegogic fuer Hohere Lehranstalten.
W. Rein—Theorie und Praxis d. Volkschulunterricht.
H. Scholten—Inhalt und Methode.
Bartholomai—Zehn Vorl. sungen ueber Philosophie der Mathematic.
Paul la Cour—Historische Mathematic.
Guenther und Kirchoff—Didactic und Methode des Geographie-Unterrichts.
E. Martig—Anschauungs-Psychologie.

This pedagogical department is believed to be the finest in the country and deserves the attention of all New York teachers.

Flag Presentation.

Lafayette Post, G. A R., has given a beautiful flag to public school No. 79, of which Mr. Henry C. Litchfield is principal. Presentation exercises were held on the morning of May 10, in the school building in the presence of the boys of the grammar and intermediate departments, together with members of the Lafayette Post and visitors. The room was decorated with flags and flowers. The presentation speech was made by Colonel Butler and Asso. Supt. John L. Hunt responded. Several recitations appropriate to the occasion were given by pupils and a number of patriotic songs were sung by the school. The singing of the boys in this school is unusually good. The exercises closed with a brief address from Colonel Bakewell, senior vice-commander of the Post.

Home Rule in High School Appointments.

At the meeting of the board of education on May 10, a vigorous attack was made upon the existing system of high school appointments. Teachers who have grown up in the local system are practically barred out, not only from election but even from examination. No one is eligible for the principalship of a high school, or for the position of first or second assistant, unless he has had actual and successful high school experience. To look into the matter with a view to changing the by-law that has created it, a committee was appointed upon the motion of Mr. Livingston.

A Teachers' Benefit.

The Teachers' Mutual Benefit Association will hold a grand concert at Carnegie hall on May 23. The concert is for the purpose of raising funds for the beneficiaries of the association. Of these there are now about 184, eighty of whom were retired before the passage of the teachers' retirement bill and who therefore receive no other aid than that from the association. Mr. Frank Damrosch has volunteered his aid on the occasion and has arranged an attractive program. The scale of prices is as follows: Boxes, $8 to $10; parquet, $1.50; dress circle, $1; balcony, 50 cents. Tickets may be obtained from members of the association or from Andrew J. Whiteside, principal P. S. 69, chairman of the committee.

Ask for Better Pay.

A committee representing the evening school teachers has drafted a memorial asking that length of service in the evening school lead to increased compensation. They claim with apparent justice that the work of holding the interest and attending to the good order of an evening class is, to say the least, not less severe than that of the day school, and that as experience counts for something in every other part of the school system, so it should here. The plan proposed is as follows: A minimum salary for evening school teachers of $3 per night with the provision that after at least three years of successful experience in the evening schools, or, in lieu of that, two years of successful experience in the day schools together with one year's successful experience in the evening schools, a teacher shall be eligible to receive $4 per night.

Teachers College Appointments.

Three new appointments are announced at the Teachers college: Charles F. Von Saltza, instructor in art: Maurice E. Bigelow, instructor in biology, and George S. Kellogg, curator of the new educational museum. The educational museum will be a permanent exhibition of apparatus, equipment, text-books, methods—whatever will demonstrate what is being done in various lines in the United States and abroad.

High School Pictures.

Thru the united efforts of Prin. Mickleborough, the Alumni Association and the State Board of Regents, the Brooklyn high school is acquiring a fine collection of framed pictures, especially carbon prints. The nucleus of the original collection was secured when Dr. Mickleborough, by contributing $200 started a fund. Later he was aided by the alumni and the regents to the extent of about $500. The pictures already purchased have so beautified the once bare old building that every effort will be made to obtain more.



President J. P. Towne, Jersey City Teachers' Association.

Instruction in Cooking.

Bulletin Fifty-Six, issued by the U. S. Department of Agriculture, is devoted to the history of instruction in cooking in the public schools of New York city. It is of the nature of a report, and was prepared by Mrs. Louise E. Hogan, with introduction and comments by A. C. True. The first part consists of an historical sketch of the efforts, which were crowned with success in 1887, to establish cooking and sewing as a form of manual training for girls. Opinions of principals and supervisors are published showing that in the opinion of those most directly concerned the work is profitable and worthy of continuation.

In the body of the book is given the course of study with details concerning its practical working. The lessons, which start in the third grade, are concerned with the simple principles of boiling, baking, and frying. In the succeeding years the pupils learn the different parts of the beef, the cooking of fowls, the preparation of dishes for invalids, the use of waste meats, and the relative nutritive value of foods. On the chemical side the work follows lines laid down by Prof. W. O. Atwater, of Wesleyan university, who ranks as the highest living authority on the chemistry of foods. It would seem that after so comprehensive a course as is given in these public schools no girl is likely to enter upon the duties of a housekeeper without some sense of the dignity of her calling.

The drawings with which the book is illustrated and the specimen examination papers which children have handed in are interesting and instructive. The publication can be had from the government printing office at the nominal price of five cents.

More School-Houses.

No more sites will for the present be purchased in the Boroughs of Manhattan and Bronx. Corporation Counsel Whalen has made that decision. A great many titles to land have already been vested and cannot be abandoned. Steps will be taken at once to erect school buildings upon the sites already in possession of the city. There are now three high school and seven grammar school sites to build upon.

Gifts to Columbia.

About $217,000 in gifts had to be acknowledged at the last monthly meeting of the trustees of Columbia university. This included a fund of $100,000 in memory of the late Col. George E. Waring, the income to go to Mrs. Waring during her life-time, and after her death to be devoted to the establishment of a chair of municipal affairs.

Dr. Van Dyke and Princeton.

The Brick Presbyterian church is not going to lose Dr. Van Dyke immediately, altho it seems to be settled that he will accept the call to a professorship of English literature at Princeton. As there is a crisis in the affairs of the church, he will remain until some settlement has been reached.

An Apparent Injustice.

At the annual dinner of the members of the Art Students' League of New York, on May 6, Miss Sophia A. Walker, the well-known art-critic of the *Independent*, spoke very strongly against the discrimination in favor of the graduates of Pratt

institute and the Teachers college in the appointment of teachers and supervisors of drawing in the New York schools. As the law now stands, only those who have spent at least one year at one or the other of the above-mentioned schools are eligible. Such a discrimination is a rank injustice to such institutions as the Art Students' League and the Academy of Design, which certainly rank higher, in the estimation of the craft, than either of the schools favored. Miss Walker made a plea for co-operation among the League members in resisting the influence which is subsidizing certain schools and certain methods of art instruction.

To be Affiliated with Columbia.

Considerable significance is attached to the election of Mr. Frederick Dielman to the presidency of the Academy of Design in place of Mr. T. W. Wood, resigned. There seems to have been a peaceful revolution by which the younger and more progressive element in the academy has come to the front. It is believed that the new management will make some important changes in the school of drawing connected with the academy. Heretofore the art school has stood for everything with which the term academic is associated. Now it is likely to offer broader and more popular courses. The academy is about to move to new quarters in One Hundred and Tenth street, and already some talk of affiliation with Columbia has been heard.

Bird-Talks.

At the Ethical Culture school, 109 West 54th street, C. H. Armstrong is giving a course of lectures on "Birds.". The first four lectures constitute an attempt to answer the question, "How shall we know the birds?" The last two will be on the "Haunts of Birds." The lectures are illustrated by mounted specimens and blackboard drawings. The first was given March 24.

Brief Items from Everywhere.

MARIETTA, O.—An organization called the Parents' and Teachers' Union has just been inaugurated. Supt. H. G. Williams suggested it, and the people of the city took up the idea with enthusiasm. The initial meeting was held April 28.

SALT LAKE CITY, UTAH.—The schools of this city will require $310,400 for the ensuing year. Of this sum $225,000 will go toward maintenance and $35,000 toward new buildings. The tax levy, eight and one-half mills, is the same as last year.

STILLWATER, OKLA.—Plans and specifications are being arranged for two new buildings to be constructed for the Agricultural and Mechanical college of this place. One is to cost $20,000, the other $10,000. The contract will be let, however, until May, 1900.

NEWARK, N. J.—Arbor day was very generally celebrated in the fifty schools of this city. At many of the schools there is no space for trees, but the teachers and pupils spent the day talking about them.

AUGUSTA, ME.—Supt. W. W. Stetson's annual report is pessimistic in tone. It refers to the rapid increase in illiteracy, insanity, and crime in New England, and calls for reforms in the schools which shall tend to correct such evils. He finds that thruout the state children do not attend school weeks enough in the year and that while they are in school they are fed upon poor pabulum.

In Mr. Stetson's opinion the Maine schools are trying to do too many things. Too many studies are pursued—and never caught. It is the first duty of the school to teach the child to see, to accumulate, to think. The children need less theoretic philosophy and more practical activity. A proper estimate is not placed on the value of quiet, serenity, and steadiness.

In spite of the tone of the superintendent's introduction, it is hard, in glancing thru the body of his report, to realize the idea that the Maine schools are going downward. There would certainly appear to be a great deal of educational activity in the state.

PHILADELPHIA, PA.—The last lecture before the Public Education Association was delivered by Dr. C. B. Gilbert, of Newark, N. J., who spoke on "The Function of Voluntary Education." Touching upon the relation of education to politics he said that we have no longer a representative government, in the sense of our fathers. We find to-day that a community is represented by a pyramid of politicians, with the men of high intelligence at the base. The prevalence of the worst element in the administration of educational affairs is noticed as well in state as nation.

NEWPORT NEWS, VA.—The Huntington Industrial school is to be converted into a kindergarten for the children of employees of ship-building firms. As an industrial institution it has passed the period of usefulness, for the improvement in the public schools has of late been so great as to remove most of its patronage. It will now be open as a free school to the little boys and girls whose fathers work in the shipyards. Miss Sarah P. Newton will be principal of the new school.

Teachers who contemplate going to Los Angeles will do well to consider the low rates and luxurious accommodations of the Missouri Pacific Railway. No other route gives such an opportunity of seeing the remarkable beauties of Colorado and Utah—Manitou, the Garden of the Gods, Pike's Peak, Marshall Pass, Glenwood Springs, Salt Lake City with its Mormon temple and tabernacle. Even the long ride across Nevada, with its solemn stretches of eternal solitude, is interesting. A choice of seven routes is allowed on the return trip. The central office of the company is in St. Louis; there are branches in all the principal cities.



Giant Banana Los Angeles, California. National Educational Association meets at Los Angeles, July 11-14, 1899.

Notes on New Books.

Talks to Teachers on Psychology; and to Students on Some of Life's Ideals will not affect Prof. James' standing with the craft; that is already pretty firmly established. It will, however, help to extend his influence among general readers. It is hard to imagine a more readable book. There are no headings and sub-headings, no traces of the American lexicographical turn of mind. The story of psychology is told in an easy, flowing narrative. There is, in the first part of the book, nothing that is new to the student of the author's *Principles of Psychology*, but the retelling of the old story has its charm. The talks to students are inspiring reading. One gets a notion of the things Prof. James does, of the books he reads, of the thoughts he has. One sees him lecturing at Chautauqua, admiring the great plant but still a little bored. One notes the tremendous influence Tolstoy and Stevenson have had upon him. Especially is he interesting when he expresses his personal reaction upon the labor question; he, too, has been captivated by some of the arguments of aggressive socialism; no man nowadays leads an intellectual life without having to listen to them. Yet he warns young people not to expect too much from changes of social systems. Such changes will make no genuinely vital difference to the lives of our descendants. "The solid meaning of life is always the same eternal thing,—the marriage, namely, of some unhabitual ideal with some fidelity, courage, and endurance." Those who merely want to learn psychology will find more of what they want in Prof. James' larger book; but for those who would like to become acquainted with Prof. James, this book is a delightful method. (Henry Holt & Company, New York.)

Social Phases of Education, by Supt. Samuel T. Dutton, will be read by all who have watched with interest, during the past decade, the educational experiments made with such success in Brookline. The book has little to say of the Brookline Education Society and its work—but one chapter is devoted to it—yet in a general way Supt. Dutton's ideas as here expressed were what has made the Brookline schools the power that they are to-day. The book deals with the social aspects of the home and the school; what the modern school owes to Froebel and Herbart; the individual child and how he should be treated; phases of the course of study; educational progress; the relation of education to vocation and that of the church to the school; education as a cure for crime and the correlation of educational forces in the community. (The Macmillan Company, New York and London. Price $1.25.)

There is a great field for books which shall present in a simple gossipy fashion the big ideas of modern education. Such a work is the *Letters to a Mother* by Susan E. Blow. The style is good, the quality of imagination excellent. One is almost startled at times by the aptness of the author's quotations. There is perhaps a little too much of Wordsworthian sentiment in the book; at any rate we seem to be outgrowing the subjective fashion of looking at Nature. Yet it can be safely said that there has been no more interesting popular exposition of Froebel's ideas than this. (D. Appleton & Company, New York.)

The Theory and Practice of Teaching by David P. Page, edited by E. C. Branson, of the Georgia State normal school, is a fresh edition of an educational classic which every teacher ought to know as the lawyer knows his Blackstone. The present editor is responsible for an interesting biographical sketch of the author and for valuable topical outlines of each chapter. The suggestions for additional reading will greatly enhance the value of the book for the serious student. The typography of the book, which is by J. S. Cushing, of Norwood, Mass., is excellent. (The American Book Company. Price, $1.00.)

Some of the difficulties that honest and earnest teachers have to contend with at times are set forth in a story entitled *An Educational Experiment*. A Miss Gordon, a conscientious and able woman, is employed in the school at Hastings under a principal who is tyrannical and without moral stamina. Her efforts to improve the school arouse his enmity and that of the other teachers, yet she goes bravely on. The truth is finally known, her work is appreciated and the principal's methods being exposed, he is obliged to leave. Miss Gordon is then made principal. The book is written by one who is intimately acquainted with schools and methods, who has exercised much skill in the construction of the story, and whose descriptions are graphic and humorous. (Orville Brewer, Chicago.)

The 1898–99 edition of *Where to Educate*, edited by Grace Powers Thomas, is now ready for distribution. This is a reference book containing condensed information concerning more than 3,000 private schools and colleges in the United States. The information is in the form of brief sketches, attractively written and well illustrated with half-tone engravings. There is an introduction on "The Private School," by Arthur Gilman, the well-known educator, of Cambridge, Mass., and a treatise on "How to Teach English," by Frederick Lawrence Knowles, editor of *Cap and Gown*. Every parent who has children to educate, and who wishes to find a private school suited to his particular case, should have this book. (Brown & Company, 378 Boylston street, Boston, Mass.)

In the preparation of Prof. Charles C. Boyer's *Principles and Methods of Teaching* the needs of the general reader as well as those of normal schools and colleges were kept in mind.

The plan of the work is the following: (1) The nature of man, especially the psychical processes and principles, is made, the first subject of inquiry; (2) the conclusion that education should consist of such development of man's possibilities as best fit him for complete living seems inevitable; (3) the essential features of this ideal development of man are exhibited in the chapter on the nature of education; (4) the principles of culture, knowledge, and education are deductions from the general principles of education as confirmed inductively by the history of education; (5) the proposed methods of culture and instruction are practical deductions confirmed by the experience of the best teachers. (J. B. Lippincott Company, Philadelphia.)

Longmans, Green & Company have just published a *Synopsis of German Grammar* by Edward Althaus, of the Bronx high school. The book is intended to serve the student as a grammatical guide from the time when he begins to read to the end of the high school course. The author not only states concisely the outlines of German grammar, but attempts "whenever feasible to give historical reasons and explanations."

The illustrative sentences are taken from the masterpieces of German literature. This, of course, is in accordance with the newer ideas concerning text-book making.

On the whole the book will be welcomed heartily by German

Latin Prose Writing.

Mather and Wheeler's "Latin Prose Writing" (just ready) is *complete in itself.* By including the requisite syntax, the usual system of reference to several Latin grammars is dispensed with, and the volume includes the Latin text on which the exercises are based. The book also contains twelve pages of college entrance examination to be used as sight exercises. [$1.00; introduction price, 83 cents.]

HARPER & BROTHERS, Publishers, Franklin Square, New York. General Agents for the Introduction of Harper & Brothers' Educational Works: W. R. Russell, 203-207 Michigan Avenue, Chicago, Ill.; Amasa Walker, 112 Boylston Street, Boston, Mass.

teachers because it brings into prominence the fact that continual reference to grammatical principles is necessary thruout the course.

Deutsche Gedichte is a little book of seventy-one pages containing some of the very best short poems in the German language, selected and arranged for the use of high schools by Hermann Mueller, principal of the Rhode island school of languages. Among these are gems from Goethe, Schiller, Heine, Uhland, and others that are known in every German home, and might be memorized with profit by American students of the German language. (Ginn & Company, Boston.)

A new edition of Florence Hull Winterburn's *Nursery Ethics* has recently been published. The fact that, in these days of the endless making of books, a new edition was required is sufficient commentary on its value. Altho written rather more for mothers, there are parts of it that have very close bearing on the work of teachers, especially those who deal with children of the lower grades. The book is well-written and is cordially recommended. (The Baker & Taylor Company, New York.)

The first volume of the new series of Cassell's National Library is Shakespeare's play of *Hamlet*, printed in handy shape and large clear type. The volumes of this series are not cheap literature in the ordinary sense of the term, but good literature furnished at a low price. They are a great boon to people of small means. (Cassell & Company, Limited, 7 and 9 West 18th street, N. Y. Paper, 10 cents a volume; cloth, 20 cents.)

An exceedingly handy volume for students is *English Synonyms, Antonyms, and Prepositions.* It is in two parts; Part 2 gives modes of teaching the use of these, and is of extreme value. The main thing to be accomplished in going to school is to learn to use the English language properly; and this means to use words rightly. We find in this volume examples like these: "The peasant stood ——— in the royal presence." The student is required to fill the blank and give a reason for it; to answer questions as "How does confuse differ from abash? What do we mean when we say that a person is mortified? Is embarrass or mortify the stronger word? It is quite one thing to furnish synonyms, it is quite another to teach the proper selection. Under "abash" there are fourteen synonyms; how shall we know whether to use humble or shame, for example, rather than "abash" or the other synonymous words. We should be glad to know that exercises similar to those found in this book are given in schools. (Funk & Wagnalls Company.)

Among the numerous volumes on *Ancient History* we have had great satisfaction in examining Prof. Myers' work; it is of moderate size but gives all the essentials needful to the student. It has been prepared with a skill few writers possess; the indebtedness of Greece to the eastern nations and of Rome to Greece is clearly shown; no one can understand these two nations if this connection is not traced. There is a pronouncing vocabulary, but we make the suggestion that in future editions the accent be placed on the words as they occur in the text. In the first edition the history of Rome was absent; it appears in this. It is equally admirable with that of Greece and the Eastern nations in Part I. (Ginn & Company, New York and Boston.)

Bushy is a book with a most remarkable genesis. About thirty-five years ago a professional geologist and mining expert whose field of operations lay in the Rocky mountains was, by the death of his wife, left with the serious responsibility of caring for his little daughter of the age of four. He decided to take her with him into the wilderness, and there she lived and grew and was impressed and molded by nature as a kind of foster-mother, and not only by nature, but by nature in her wildest forms and moods. Having no companions of her own age the animals became her friends and associates. To ride a horse, to use the revolver, the rifle, the bow and arrow, the lariat became as a second nature. She took part in hunting the bear, the buffalo, the mountain sheep; she had thrilling experiences in Indian battles, in avalanches, in devastations by fire and flood.

She learned to read from a geological treatise. She learned to count by playing cards with the miners. She learned botany from the abundant flora of Colorado. At the age of twenty she emerged from her mountain home and passed thru the ordinary educational routine, graduating at the Colorado university. Not long afterward Cynthia M. Westover became the editor of the Woman's Page of the New York *Tribune* and headed the remarkable movement known as the "International Tribune Sunshine Society."

Bushy is really the story of her life written by herself. It is especially fitted for children, altho the adult reader will peruse it with little less interest than the young people. The fact that Bushy's life and adventures were *real* is a strong appeal to the mind of the child. (Morse Company, New York. Price, $1.00, postpaid.)

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School Building Notes.

ARIZONA.

Mesa will erect a school house. Write J. M. Creighton, Phoenix.

San Carlos will build school house on the Indian reservation.

ARKANSAS.

Searcy—College building will be erected for Galloway College. Write C. L. Thompson, arch., Little Rock.

Hazen will erect school house. Write C. L. Thompson, arch., Little Rock.

CALIFORNIA.

San Luis Obispo will erect California Polytechnic school.

CANADA.

Uptergrove (Ont.) will build school house. Write T. Kennedy & Co., archs., Barrie.

Annapolis (N.S.) will build a new school.

Winnepeg (Man.) will erect school in sixth ward.

Coulson's Hill (Ont.) will remodel the public school.

Westport (Ont.) will enlarge the school building.

Orillia (Ont.) will erect high school. King & Siddall, archs.

COLORADO.

Grand Junction will put steam-heating apparatus in the Indian industrial school. Write T. G. Lemmon, supt.

Pueblo will erect school in district No. 1. Write G. W. Roe, arch.

CONNECTICUT.

Naugatuck.—School house will be built for St. Francis R. C. church.

Hartford.—Trinity college will build natural science hall. Write W. H. Brocklesby, arch..

Waterbury will erect addition to the school house. Write T. B. Peck. arch.—Will remodel Ridge St. school. Write J. A. Jackson, arch.

DISTRICT OF COLUMBIA.

Washington.—The Hearst School for Girls will be erected here.

FLORIDA.

Key West.—The Methodist Woman's Mission Society will build a college for girls at this place.

GEORGIA.

Atlanta.—Morris Brown college will erect central school building. Write Bruce & Morgan, archs.

ILLINOIS.

Aurora.—A $40,000 R. C. school will be erected here. Write H. J. Schlacks, arch., Chicago.

Elgin will build school house.

Lagrange will build addition to high school. Write J. N. Tilton, arch., Chicago.

Mattoon will erect school building and will remodel Central school. Write Reeves & Baillee, arch., Peoria.

Mt. Carroll will build school house.

INDIANA.

Bedford will erect school building.

Converse will erect high school. Write B. L. French, arch., Marion.

Cedarvill will erect school house. Write C. R. Weatherhogg, arch., Ft. Wayne.

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Literary Notes.

William Goodell Frost, whose paper, "Our Contemporary Ancestors in the Southern Mountains," was published in the March *Atlantic*, is president of Berea college, Kentucky. He is a man whose devotion to philanthropic work has been such as seriously to interfere with the scholarly and literary pursuits for which he has natural aptitude. The mountaineers of Kentucky are the gainers; the general public loses considerable. Since Pres. Frost took charge of Berea, he has seen it double in size and extend its influence far and wide over the state. Dr. Frost has himself done a great deal of extension work in the mountains and is said to be able equally to interest an audience on "Hell-fer-sartin Creek" or a gathering of the Alden club of New York.

Loyal Songs is a leaflet containing four patriotic songs for children. Words and music were written by Charlotte W. Hawes. 208 Newbury street, Boston, from whom copies may be obtained. The price per copy is one cent; per hundred, seventy-five cents.

The *New Crusade* published by the Wood-Allen Co., Ann Arbor, Mich., is winning a place for itself as a home magazine. Its articles are written by good authorities, and are distinctly practical.

Side Lights on American History, by Henry W. Elson, is the title of a book to be issued early in May by The Macmillan Company. Mr. Elson is a lecturer on American history in the University Extension Society of Philadelphia. His textbook has been written for the general reader as well as for use in schools of the grammar school grade and of the grades immediately above it. The period covered is the first seventy years of our national history, and in order that every important aspect of our national growth be presented to the reader, the subjects chosen are as unlike in character as practicable, and the events have been related with much greater detail than is possible in the ordinary school history.

Miss Beulah Marie Dix's romantic novel *Hugh Gwyeth, a Roundhead Cavalier* has run into its second edition within three weeks of its publication. It appears to be running in competition with David Harum for the place of honor among the year's novels.

Edwin Emerson, Jr., whose story *The Snowman* was one of the features of the March *St. Nicholas*, has only lately entered the field of children's tales. He is best known as the daring war correspondent who last year took a flying trip thru the Spanish lines in Porto Rico. Mr. Emerson is a graduate of Harvard, in the class of 1891.

Houghton, Mifflin & Co., of Boston, have just published a book by Frederick LeRoy Sargent, entitled *Corn Plants: Their Uses and Ways of Life*. 1 vol. 12mo., 75 cents. The author, who has been instructor in botany in the University of Wisconsin, and teacher in the Summer School of Botany, of Harvard university, gives in compact form a clear account of the six important grain plants of the world,—wheat, oats, rye, barley, rice, and maize. He explains what corn plants are, indicates their importance to mankind, and narrates the myths and religious customs which have grown up about them Then he describes, in a way

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Mr. Sterrie A. Weaver, director of music in the schools of this town, is in charge of a page of the *Musical Courier* which he devotes to *music in the public schools.*

An article on "Fisherman's Luck" by Henry Van Dyke and a dozen striking pictures by Andre Castaigne, of Niagara Falls will help to make the June *Century* attractive.

The May *McClure's* contains another series of C. D. Gibson's Egyptian sketches and more of Hamlin Garland's gold-trail poems. It will also contain one of John A. Hill's' striking railroad stories.

The Critic Co. has just issued a reprint of the fourth edition of Fitzgerald's translation of the Rubaiyat of Omar Khayyam. The Hon. John Hay's address on Omar is prefixed to the poem; there is a portrait of Fitzgerald; and the title is printed in red on a dark-green paper cover.

The inside history of the 1876 electoral campaign is vividly narrated in the May *Scribner's* by Senator George Frisbie Hoar, who was himself a member of the electoral commission. Later in the year Sen. Hoar's reminiscences of Harvard college and of the old New England bar will appear.

A Tent of Grace, published by Houghton, Mifflin & Company, is a romance involving racial distinction, notably the gulf between Jew and Chrsitian. Mrs. Lust, the author, is of German-Jewish parentage and was several years ago, a brilliant worker in the field of journalism. After her marriage reverses overtook her and the power of literary effort appeared to have been paralyzed. Only recently has she been induced to take up her pen. Her new story is said to be a work of exceptional strength and sincerity.

It sometimes happens that the reader of manuscripts becomes a writer of manuscripts. Such is the case with Miss Alice Brown whose stories of New England life are becoming more and more popular. Miss Brown has for fifteen years been on the editorial staff of the *Youth's Companion* and all her literary work has been done out of hours. Her latest story is *Tiverton Tales*, published by Houghton, Mifflin & Company.

Pan-American Express.

The New York Central Railroad announces a new express between New York and Buffalo. It was named in honor of the Pan-American Exposition to be held in Buffalo in 1901. The main object of the train is to furnish the best possible night service between New York and Buffalo, Rochester, Syracuse, Niagara Falls and Toronto.

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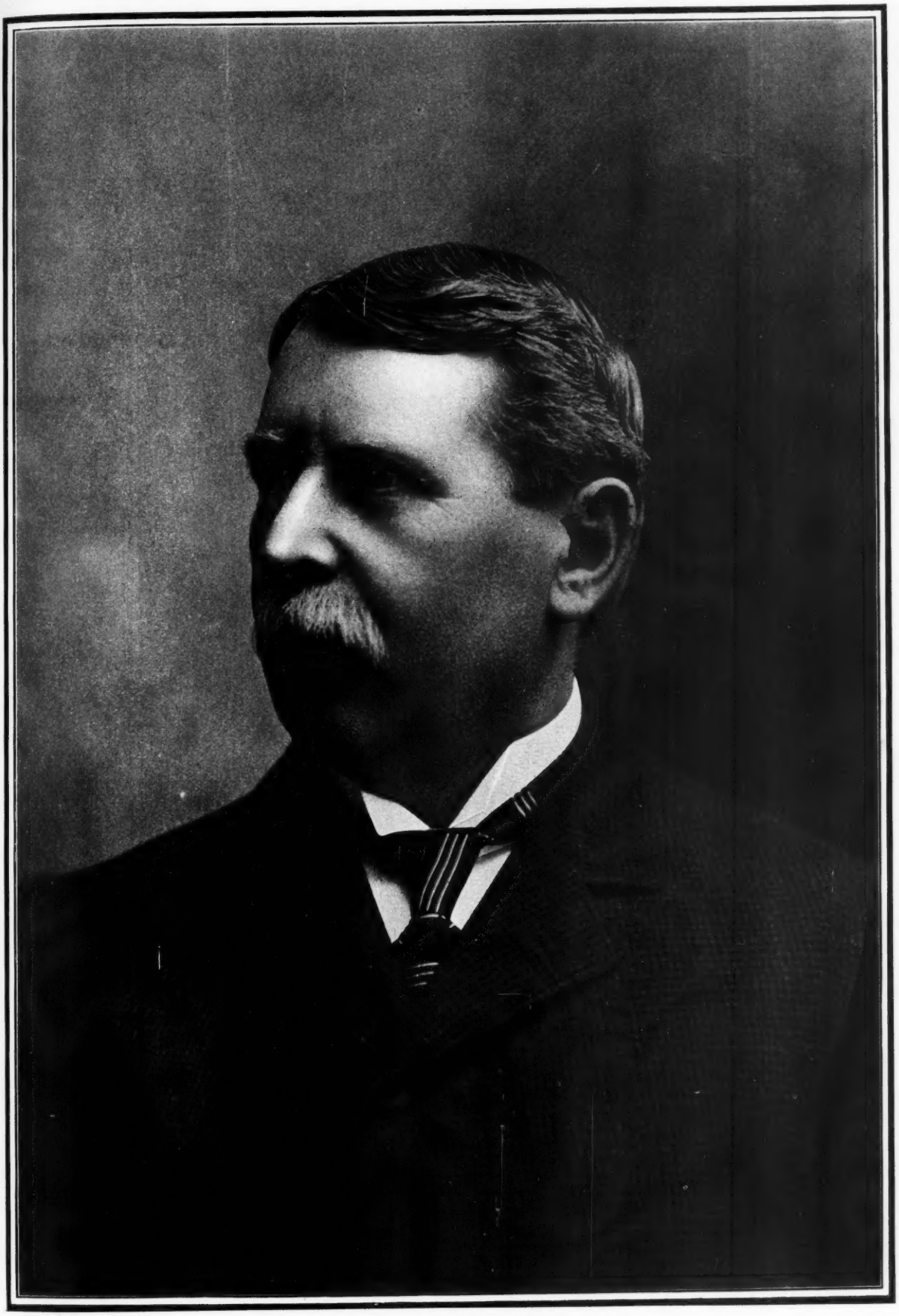
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